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ABSTRACT

In order to design appropriate vocational education programs, a survey of vocational interests and attitudes of the students in Grade 10, with a random sampling of teachers and of Grade 12 students, was conducted by Educational Research Associates for Windsor (Connecticut) High School. It was found that the students generally lacked vocational information and were not certain about college or career plans. Although a large majority of the students indicated a need for help in career planning, little support was given to any of the vocational services proposed. Vocational education teachers indicated very positive support of vocational curriculum, while non-vocational teachers were less unamimous. Both teachers and students felt that parents should be better informed about the values of vocational education. As a result of the survey, it was recommended that a coordinator position be established to initiate and implement vocational education services, that the curriculum be modified as necessary for those students not planning to go to college, and that planning for career awareness and vocational education services involves both teachers and students, with improved communication between parents and school. Appendixes contain the questionnaires used and tabulated responses. (MF)

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VOCATIONAL NEEDS ASSESSMENT

FINAL REPORT

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June, 1972

Points of view or opinions stated do not necessarily represent official opinion or policy of state or federal governmental agencies, as the writers are encouraged to express freely their professional judgment in the conduct of the project.

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CONNECTICUT STATE DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION
RESEARCH AND PLANNING UNIT
HARTFORD, CONNECTICUT

Preface

Educational Research Associates would like to thank the following Windsor High School staff members for their help in accomplishing this assessment: Sheldon A. Levine, Vice-Principal and Vocational Needs Assessment Project Director, whose valuable insights and enthusiastic cooperation made this study possible; the Faculty Planning Committee, which contributed many ideas to the format of the assessment and development of the survey instruments; Catherine M. Devine of the Guidance Department, whose assistance was essential to the development of the guidance section of the assessment; the Biology and English Departments for their participation and use of class time for testing; and to John J. Rimosukas, Windsor High School Principal, for allowing us maximum freedom and flexibility while conducting this assessment.

Abstract

A survey of vocational interests and attitudes of students in Grade Ten was conducted to clarify further directions for vocational education curriculum and career guidance at Windsor High School. The sample consisted of 439 students in Grade Ten, a random sample of 100 students in Grade Twelve, and 70 faculty members. To derive as complete a picture as possible, a variety of standardized and specially developed instruments was used. The assessment included questionnaires in each of the following areas: faculty and student attitudes toward vocational education, vocational education curriculum and career guidance needs, vocational interests and attitudes toward work.

The assessment findings led to the following conclusions. In general, students lacked career awareness, information and certainty about their vocational plans. In addition, a large proportion of students were unsure or were not planning to attend college. Although an overwhelming majority of students indicated a need for help in career planning, the students gave only lukewarm support to any of the proposed strategies for expansion of vocational education services and career counseling. The faculty surveyed felt positively about vocational education as part of the school curriculum. In general, the vocational education faculty was more uniform in their attitudes; the non-vocational education group, however, had more teachers "uncertain" about the direction of expansed services at Windsor High school. Non-vocational teachers supported having exploratory courses at the elementary and junior high school levels. Teachers and students indicated a need for parents to be informed about the values of vocational education.

Recommendations based on the above conclusions included: the establishment of a coordinator position invested with the authority to initiate and implement additional vocational education services; modification, if necessary, of the curriculum to provide viable alternatives for the large proportion of students not planning to attend college; fostering an attitude of career awareness in all students; in-service education about possibilities in vocational education (e.g. curricular clusters) for both teachers and students; active involvement of faculty and students in the discussion and planning phase of developing new vocational education services; improved communication between parent and the school about vocational education; and improvement of the image of individual counseling so that it is more attractive to students. Until such time as programs are established for expansion of vocational education services, a vocational guidance system such as the one proposed by John. L. Holland (see Reference list) should be implemented and encouraged among students.

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INTRODUCTION AND PURPOSE

In order to design and develop appropriate vocational education programs and resources, Windsor High School, under the leadership of Sheldon A. Levine, Vice-Principal, applied for and was awarded a Vocational Needs Assessment Grant from the Division of Vocational Education, Connecticut State Department of Education. The assessment project attempted to answer the following questions:

1. What are the vocational needs and interests of students at Windsor High School?
2. What programs and resources need to be developed and utilized within the school to meet these needs?
3. What organizational procedures, practices, or structures need to be modified or adapted to accommodate these needs?

A research team from Educational Research Associates designed and conducted a survey of the vocational interests and attitudes of students in Grade Ten, the attitudes of faculty members, and the attitudes of a representative group of graduating seniors to clarify future directions for curricular offerings and career guidance at Windsor High School. Specific assessment objectives included:

1. a determination of the extent of existing vocational education opportunities and resources at Windsor High School;
2. identification of the vocational needs and interests of students enrolled in Grade Ten at Windsor High School;
3. assessment of student attitudes toward career aspirations and vocational education.
4. determination of the presence and extent of further need at Windsor High School for: (a) vocational education curricular, (b) career counseling, (c) vocational education values and philosophy;
5. a determination of the priorities which the school (administrators, faculty, and student population) attaches to these needs;
6. assessment of the gap between existing and "needed" vocational education resources and programs;
7. determination of the need for internal modifications and external resources to close this gap.

PROCEDURE

The Vocational Needs Assessment consisted of two phases: planning and data collection. The first phase concentrated on identifying specific informational needs and attitudes of students and faculty. A group of Windsor High School faculty members (from the departments of Business Education, Home Economics, Vocational Education, Industrial Arts, Guidance, English and Social Studies) served as consultants to the project; it is interesting to note that only two teachers from the traditional "academic" subjects volunteered to serve on the advisory committee. In individual in-depth interviews, each of the teachers expressed his suggestions for the assessment and provided valuable background data about the school and student body. The staff consultants also provided feedback on the appropriateness of survey questionnaires developed for the students and faculty attitude assessment.

Tenth, eleventh and twelfth grade students also were interviewed to assess their attitudes toward vocational education and to identify issues to be incorporated into the survey questionnaires to be given to the entire tenth grade class. The first phase ended with the selection and development of instruments for surveying vocational needs at Windsor High School. The second phase of the vocational needs assessment consisted of collection, analysis, and interpretation of data.

I. THE INTERVIEWS

Two sets of structured interviews, one with Windsor High School advisory committee members and one with selected Windsor High School students, were conducted to yield information helpful in the selection of appropriate testing instruments for the vocational needs assessment. The interview method was chosen for two reasons: it permitted the respondent to freely discuss issues he deemed important and it allowed the interviewer to explore initial questions (posed by the project evaluators) for their importance and relevance to the faculty and students at large.

Faculty Interviews

In late February, 1972, thirteen faculty members on the Assessment Planning Committee were interviewed individually. The purposes of the interviews were to explore each teacher's ideas about vocational education and to delineate subject areas for inclusion in pre-survey interviews with students. The faculty interviews revealed several salient and recurring themes:

1. the importance of parental and teacher attitudes toward vocational education;
2. the influence of school faculty and administration on the success or failure of vocational education programs;
3. the need for a full time career counselor or guidance counselor interested in vocational information;
4. the goals of high school education including the learning of a marketable skill to provide a real option to work after graduation;
5. the involvement of local industry in vocational education;
6. the need for additional courses, staff and facilities for an adequate vocational education program;
7. inclusion of a cross section of students for individual interviews.

Student Interviews

A total of thirty-eight students were interviewed individually or in small groups during the first few weeks in March. The purposes of the student interviews were:

1. to explore student feelings about vocational education and occupational information available at Windsor High School, and
2. to delineate subject areas for inclusion in survey instruments for the tenth grade.

The results of these interviews were as follows:

Population Description. The students interviewed fell into the following age and sex categories:

	Girls	Boys
Tenth Grade	14	12
Eleventh Grade	0	2
Twelfth Grade	4	6

Thirty-one students (82%) described their present school program as college preparatory, five described it as non-college, and two indicated a mixed program.

Future Educational Plans. About half the students (20 out of 38) said that they planned to attend a four-year college; six others planned to attend a one or two-year school after graduation. Nine students were unsure of their future plans, and three planned to find a job.

Type of Future Work Planned. Seven students were undecided about the type of work they might pursue. Of the thirty-one students who indicated some job possibilities, many knew their aptitudes and/or interests but could not translate these skills and interests into potential vocations.

When asked how they made job choices, the student responses fell into the following categories:

	Number Responding
Relative in this field	14
Talked to professional in this field	7
Teacher in this subject area	6
Friend in this field	4

(Seven students undecided about career possibilities)

It appears that those students who had some vocational possibilities had had personal contact with someone in their selected field.

Role of School in Career Decisions. In answer to the question, "How helpful is the school in helping you to decide on a career?" thirty three students (87%) indicated that the school was "not very" helpful; four students found the school "somewhat" helpful and one student said that it was "very" helpful.

On a subjective level, many students seemed unsure of their job futures and wanted counseling help. By the last day of interviewing, many students who had not originally volunteered for an interview were asking to be interviewed because they thought they would receive career counseling in the process.

Additional Course Suggestions. When asked, "Are there any courses you would like to take that are not offered?", almost half the students (17) could offer no suggestions; these students seemed to lack the sophistication to relate their interests to specific course possibilities. The remaining students did offer specific course suggestions (forestry, aviation, anthropology, archaeology, zoology, electronics, psychology automotive shop, journalism, humanities, music, gymnastics, carpentry), many of these students expressed an interest in short term, relevant courses.

II. SURVEY INSTRUMENTATION[1]

From information elicited by these interviews, from interviews with the Superintendant of Schools, the Director of Curriculum, Windsor High School Principal, from in depth discussions with the Project Director, and from the project objectives previously stated, the following instruments were included in the assessment:

1. A Faculty and Student Questionnaire on Attitudes Towards Vocational Education, modified from the Image of Vocational Education Scale, (University of Michigan) for this assessment, to survey faculty and student attitudes and ideas about vocational education;

2. A Student Questionnaire on Vocational Education Needs, constructed especially for this assessment to a) determine student ideas about vocational education curricular needs at Windsor High School and b) to determine their feelings and needs for career counseling programs.

3. The Self-Directed Search (developed by John L. Holland, Center for Social Organization of the Schools, The Johns Hopkins University) a self-administered vocational inventory designed to assess student vocational interests, and to provide a varied selection of appropriate career possibilities.

4. An extended version of The Survey of Work Values* (developed by James G. Goodale, Department of Administrative Studies, York University, designed to measure student attitudes towards work in general with a section devised to include counterculture work value and demographic data. Both Dr. Goodale and Dr. Douglas T. Hall, York University, served as Vocational Needs Assessment Project Consultants.

A discussion of each of these instruments and results follows.

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[1]Copies of all questionnaires are included in Appendix B.

*The Survey of Work Values (1971) by Stephen Wollack, James Goodale, Jan Wijting and Patricia C. Smith.

III. FACULTY AND STUDENT ATTITUDES TOWARD VOCATIONAL EDUCATION

Seventy Windsor High School faculty members and over four hundred tenth grade students completed a questionnaire designed to assess their attitudes toward vocational education; a random sample of 100 seniors also answered three selected questions to reveal student attitudes at a later time in high school. Table 1 presents the twelve questions asked of both teachers and students and the percentages of each group that agreed, disagreed or were uncertain of their opinion about each statement. Table 2 presents responses to questions asked tenth and twelfth grade students.

Faculty members were separated into two groups--those involved in teaching vocational education courses (business education, industrial arts, homemaking, and vocational education) and those involved in the traditional subjects (science, English, social studies, etc.). Where relevant, the student responses will be subgrouped into college and non-college bound groups (based upon their indications of plans after graduation).

Following this section is a discussion of responses to ten questions asked only of teachers.

Questions Asked Both Students and Teachers

Of the twelve questions answered by both teachers and students, five concerned the vocational education program, six were about Windsor High School students, and one concerned parental involvement.

Vocational Education Program and Courses. The first question asked whether or not "a larger portion of the Windsor High School curriculum should be devoted to occupational education courses". A majority of all four groups favored increasing the proportion of vocational education courses. The vocational education teachers agreed most strongly with an

Table 1

Faculty and Student Attitudes
Toward Vocational Education

Question		% Voc. Ed. Faculty (n=15)	% Non-Voc. Ed. Faculty (n=55)	% 10th Grade Students (n=439)
1. A larger portion of the Windsor High School curriculum should be devoted to occupational education courses.				
	Agree	80%	62%	73%
	Uncertain	13%	25%	17%
	Disagree	7%	13%	10%
2. I believe that Windsor High School offers interesting and useful occupational education courses.				
	Agree	73%	31%	23%
	Uncertain	0	41%	35%
	Disagree	27%	28%	42%
3. In my opinion, the Windsor High School System should provide exploratory occupational education programs in the elementary and junior high schools.				
	Agree	67%	71%	57%
	Uncertain	20%	11%	16%
	Disagree	13%	18%	27%
4. Most occupational education courses lead nowhere.				
	Agree	7%	5%	7%
	Uncertain	0	40%	21%
	Disagree	93%	53%	72%
5. Occupational education is a non-challenging program for students.				
	Agree	0	5%	8%
	Uncertain	0	15%	19%
	Disagree	100%	80%	73%
6. In my opinion, many students at Windsor High School in the college-oriented courses would rather be enrolled in occupational education courses instead.				
	Agree	25%	27%	46%
	Uncertain	58%	40%	35%
	Disagree	17%	33%	19%

Table 1 -- continued

		% Voc. Ed. Faculty (n=15)	% Non Voc. Ed. Faculty (n=55)	% 10th Grade Students (n=439)
7.	Taking occupational education courses hinders students interested in college from further education after graduation from high school.			
	Agree	0	53%	24%
	Uncertain	0	7%	24%
	Disagree	100%	40%	52%
8.	It is more important to provide students with a sound basic education than to use the time for occupational education.			
	Agree	8%	21%	7%
	Uncertain	23%	17%	21%
	Disagree	69%	62%	72%
9.	Most students who do not continue their formal education just "drift" into a job after graduation from Windsor High School.			
	Agree	53%	36%	46%
	Uncertain	7%	38%	32%
	Disagree	40%	26%	22%
10.	Students should begin occupational education programs after they graduate from high school, not before.			
	Agree	0	5%	7%
	Uncertain	0	4%	11%
	Disagree	100%	91%	82%
11.	Most Windsor High School students know what kind of career they want to follow.			
	Agree	0	4%	29%
	Uncertain	0	11%	25%
	Disagree	100%	85%	46%
12.	I would like to see the values of occupational education made known to more parents.			
	Agree	100%	100%	75%
	Uncertain	0	0	18%
	Disagree	0	0	7%

Table 2

Comparison of Tenth and Twelfth Grade
Student Attitude Toward Vocational Education

Question		% Tenth Grade Students (n=439)	% Twelfth Grade Students (n=100)
1. A larger portion of the Windsor High School curriculum should be devoted to occupational education courses.			
	Agree	73%	73%
	Uncertain	17%	17%
	Disagree	10%	10%
2. I believe that Windsor High School offers interesting and useful occupational education courses.			
	Agree	23%	19%
	Uncertain	35%	33%
	Disagree	42%	48%
3. I would like to see the values of occupational education made known to more parents.			
	Agree	75%	78%
	Uncertain	18%	18%
	Disagree	7%	4%

increase (80%); about three-quarters (73%) of both tenth and twelfth grade students also favored such an increase. However, while over half the non-vocational education teachers (62%) agreed with the proposal, one-quarter of this group was "uncertain" of their feelings, and thirteen percent disagreed with the proposal.

The next question asked if respondents "believe that Windsor High School offers interesting and useful occupational education courses". The groups differ on this question. The vocational education faculty (73%) felt the courses were interesting and useful. The non-vocational faculty was divided; the largest portion of this group was uncertain whether courses were interesting and useful. Student opinion was the most negative; almost half of both groups of students (42% of the tenth grade students and 48% of the twelfth grade students) felt courses were not interesting or useful.

Respondents then indicated whether or not the "Windsor School System should provide exploratory occupational education programs in the elementary and junior high schools". Both faculty groups approved of this strategy, of interest is that the non-vocational education teachers (71%) support this proposal strongly. Although a majority (57%) of the students favored the proposal, over a quarter of them disagreed with the idea. It is possible that the students misinterpreted this question.

A majority of all three groups disagreed with the statement that "most occupational education courses lead nowhere". Vocational education teachers disagreed most strongly (93%). While a majority of non vocational education teachers (55%) also disagreed with the statement, forty percent were "uncertain" of their opinion. About three-quarters of the students disagreed with the statement.

The last program oriented question asked if "occupational education is a non-challenging program for students". A large majority of each

group felt the statement to be untrue: all of the vocational education teachers and students felt that vocational education was a challenging program for students.

Perception of Students. Teachers and students were asked if they thought "many students in the college-oriented courses would rather be enrolled in occupational education courses instead". Each group of respondents felt differently about this statement. The non-vocational education teachers most strongly disagreed with it (33%) but the largest proportion of this group (40%) were uncertain about their opinion. Over half of the vocational education teachers were uncertain also. The most interesting responses came from the students themselves, as a group, almost half the students (46%) agreed that many of their peers in the college course would rather be taking vocational education courses. Forty-one percent of the college bound group agreed with the statement, although the highest proportion (54%) came from the non-college group. One-third of the total student group was uncertain of its opinion and only 19% disagreed with the statement.

The next question asked if "taking occupational education courses hinders students interested in college from further education after graduation from high school". The vocational education teachers unanimously disagreed with the statement. The non-vocational education teachers split on this question; a small majority (53%) agreed with it but a substantial portion of the group (40%) disagreed. Half of the student group disagreed with the statement; the rest of the students were evenly divided between agreeing and being uncertain.

Respondents agreed more closely on their opinions about the statement, "It is more important to provide students with a sound basic education than to use the time for occupational education". About two-thirds of each group disagreed with this statement.

The next statement asked if "most students who do not continue their formal education just 'drift' into a job after graduation". Over half the vocational education teachers agreed with the statement; however, this group had few uncertain opinions, so 40% disagreed with it. The non-vocational education teachers and the students had about one-third of each group uncertain. However, almost half of the students felt that students not continuing their formal education do "drift" into jobs.

All three groups of respondents strongly disagreed with the statement, "Students should begin occupational education after they graduate from high school, not before". The vocational education teachers unanimously disagreed with it, as did 91% of the non-vocational education teachers and 82% of the students.

Teachers differed from students in their responses to the statement, "Most Windsor High School students know what kind of career they want to follow". The vocational education teachers unanimously disagreed, as did 85% of the non-vocational education teachers. Approximately half (46%) of the students disagreed with the statement; the college group had the highest proportion (59%) of students who felt that, in general, students did not know what career to choose. However, over a quarter of the students agreed with the statement; the remaining quarter was uncertain.

Parental Involvement. All groups (including the twelfth grade sample) clearly would "like to see the values of occupational education made known to more parents". Both groups of teachers unanimously agreed with this statement, as did three-quarters of both student groups. Interestingly enough, this was the only question which elicited a unanimous agreement from both groups of teachers.

Questions Asked Only Teachers

The following table presents the seven questions that followed the same format as those asked both teachers and students.

Table 3

Attitudinal Questions for Faculty Only

Questions		% Vocational Ed. Teachers (n=15)	% Non-Voc. Ed Teachers (n=55)
1. I am thoroughly sold on offering occupational education in Windsor High School.			
	Agree	100%	82%
	Uncertain	0	9%
	Disagree	0	9%
2. I think more occupational education should be encouraged among Windsor High School students.			
	Agree	100%	77%
	Uncertain	0	16%
	Disagree	0	7%
3. The occupational education program in Windsor High School should be intended mainly for youth of limited academic talent.			
	Agree	0	13%
	Uncertain	0	5%
	Disagree	100%	82%
4. I feel qualified to discuss career possibilities in my subject area.			
	Agree	100%	78%
	Uncertain	0	11%
	Disagree	0	11%
5. I feel comfortable discussing career possibilities with students.			
	Agree	100%	81%
	Uncertain	0	4%
	Disagree	0	15%
6. I believe that Windsor High School needs a person whose sole responsibility is career counseling.			
	Agree	87%	60%
	Uncertain	0	25%
	Disagree	13%	15%
7. In my opinion, each Windsor High School department should participate in developing a unit outlining the wide range of job opportunities in their area.			
	Agree	87%	67%
	Uncertain	0	11%
	Disagree	13%	22%

The first three questions reveal the very positive orientation of all teachers surveyed toward vocational education. Over three-quarters of the non-vocational education teachers and all the vocational education teachers were "thoroughly sold on offering vocational education at Windsor High School. In fact, these same proportions felt that "more occupational education should be encouraged among students". Finally, all the vocational education teachers and over 80% of the non-vocational education teachers did not feel that the "occupational education program in Windsor High School should be intended for youth of limited academic talent".

The next two questions were designed to investigate how competent and comfortable teachers felt discussing career plans with students. In each instance, all of the vocational education teachers and over three-quarters of the non-vocational education teachers felt both competent and comfortable discussing career possibilities with students.

The remaining questions investigated the teachers' opinions about how Windsor could modify its current career counseling strategy. More than three-quarters of the vocational education faculty and more than half of the non-vocational education teachers felt that Windsor High School "needs a person whose sole responsibility is career counseling". However, one-quarter of the non-vocational education faculty was uncertain about this. In a later question, 75% of the non-vocational education teachers supported a career counselor. It may be that teachers question the idea of someone whose sole responsibility is career counseling. These same proportions of each group agreed with the proposal that "each department should participate in developing a unit to outline a wide range of career opportunities in their area". Following up on this proposal, the next question asked, "If such a unit were offered, would you be willing to: teach the unit, teach the unit after some in-service training, would not be willing to teach the unit". Only 6% of the vocational education

teachers but 23% of the non-vocational education teachers were unwilling to teach the unit. A quarter of the non-vocational education teachers and almost half the vocational education teachers were willing to teach the unit without in-service training; half the non-vocational education teachers and almost half the vocational education teachers would teach the unit after in-service training.

Finally, teachers were asked, "In the area of occupational education, I would like Windsor High School to offer (check any which apply): exploratory career oriented courses, the services of a career counselor, a course in _____, an information center for literature and pamphlets relating to different careers, nothing more is needed, other (please specify)". The most frequently chosen indicators for each group are outlined in the following table:

	% Vocational Ed. Teachers	% Non-Vocational Ed. Teachers
Exploratory career-oriented courses	74%	40%
Career counselor	58%	73%
Information center	64%	40%

While only 1% of the teachers felt nothing more was needed, the non-vocational education teachers supported offering the services of a career counselor (73%) more strongly than exploratory courses (40%), while the reverse was true of the vocational education teachers.

SECTION III. SUMMARY AND RECOMMENDATIONS DERIVED FROM FACULTY AND STUDENT ATTITUDES TOWARD VOCATIONAL EDUCATION

From the data on faculty and student attitudes presented in Section III, six conclusions and recommendations may be drawn. Recommendations based on consideration of all the data will be presented in the final section of this report entitled, Comprehensive Summary: Conclusions and Recommendations.

1. As a group, the vocational education faculty is more cohesive in their attitudes than the non-vocational education teachers; the vocational education teachers expressed a unanimous opinion ten times, while the non-vocational education faculty were unanimous just once. This latter group agreed more often in their opinions about the philosophy of vocational education than in their feelings about vocational education as it relates to the Windsor High School curriculum; on questions relating specifically to Windsor, the non-vocational faculty evidenced a substantial degree of uncertainty in their opinions.

   Recommendation: Because of this large "uncertain' group in the non-vocational education faculty, more teachers from this section of the faculty should be extensively involved in vocational curriculum discussion and planning before as well as after changes are scheduled.

2. Both groups of teachers unanimously agreed on only one statement that the values of vocational education should be made known to more parents. Three-quarters of tenth and twelfth graders also supported this proposal. Research indicates that the most single persuasive influence on the occupational choice of youth is the family and given changes in occupational structures in urbanized society, many families have a limited perspective of opportunities in future occupations. It has been found that choosing an occupation is sharply restricted by lack of information concerning real opportunities.

Recommendation: Windsor High School should effect improved communication between parents and the school about its vocational education program, especially if any pervasive philosophical and/or curricular changes occur.

3. In general, both faculty groups expressed positive attitudes toward vocational education programs: they were sold on it being offered at Windsor, see the program as a potentially challenging one for bright students. However, the non-vocational education faculty were unsure of the goals of these courses and thus uncertain of the benefits of expanding the vocational education curriculum.

Recommendation: Better communication channels need to be opened between the vocational education and non-vocational education teachers so that each not only understands the objectives of the other group but can contribute to the fulfilling of these objectives.

4. Although 99% of all teachers surveyed indicated something was needed to help students develop career possibilities, teachers could not clearly specify a remedy. The non-vocational education faculty chose counseling as its most desired improvement; only 40% of this group favored exploratory courses or an information center. The vocational education faculty felt exploratory courses were more important than a career counselor. Nearly three quarters of the non-vocational education faculty felt that the Windsor School System should provide exploratory education programs in the elementary and junior high schools.

Recommendation: Since there was no definitive faculty orientation, if Windsor High School chooses to enlarge the vocational education curriculum, the school should allot considerable planning time to decide in which of the many alternative ways to expand the curriculum.

5. Both groups of teachers indicated feeling comfortable and capable discussing career possibilities with students. Approximately three-quarters of the teachers would participate in teaching a unit exploring careers in various fields, half after in-service training, one quarter without any training.

Recommendation: Operating on an informal basis, teachers are currently an untapped resource for career exploration. Any new vocational educational program should explore avenues for increased teacher participation. Since findings presented in Section IV indicate that only a small percentage of tenth and twelfth grade students expressed interest in talking to a teacher who concentrates in career counseling, teacher involvement might focus on developing exploratory career courses.

6. Tenth and twelfth grade students closely agreed on attitudinal questions concerning vocational education. Although nearly forty to fifty percent of the students were critical of the current vocational education curriculum, they still favored expansion of this part of the curriculum.

Recommendation: Students should be actively involved in the discussion and planning phases of any new vocational education programs.

IV. VOCATIONAL EDUCATION CURRICULUM AND CAREER GUIDANCE NEEDS

Method

Since all tenth grade students study English, the student questionnaire was administered to all tenth grades in their present English classes. Of the total population of 505 tenth graders, about 87% (439 students) completed the questionnaire, thus providing a representative sample of tenth grade attitudes. In addition, a random sample of 100 twelfth grade students were also asked selected questions.

Description of Student Population

For a more meaningful discussion of the tenth grade student questionnaire, data was analyzed in three ways: by total population, by groups based on future plans after graduation, and by sex. The questionnaire sample consisted of 439 tenth grade students, of whom 51% were girls, 49% boys. No significant sex differences in responses to questions were found; therefore separate data for the sexes is presented only on this one subject. In addition, there appears to be remarkably close agreement across the various subsamples so in many cases the results are presented in terms of the total group. When the same questions were also asked of twelfth grade students, results have been discussed in terms of the total sample.

Tenth grade students were subdivided into the following groups based on responses to a question about future plans.

Group	Total Number & %	Boys %	Girls %	Indicator
College	202 (46%)	(46%)	(54%)	to complete a junior college program to attend a 4-year college
Further Education	55 (13%)	(33%)	(67%)	to attend private, technical, trade, business, beautician hospital nursing school, etc.

Group	Total Number & %	Boys %	Girls %	Indicator
Non-College	115 (26%)	(61%)	(39%)	to quit school to work, to graduate and work, to become a housewife, to enter military service, to graduate & work for company which will provide training on the job
Undecided	67 (15%)	(52%)	(48%)	no definite plans (or checked many indicators)

Perceived Future Education. According to the students themselves, about half (46%) plan to attend college and about one-quarter (26%) plan to work; the remaining students were almost evenly divided between those undecided about their plans (15%) and those who plan to obtain further education other than college (13% to attend trade or technical school for example).

It should be noted that only about half of the tenth grade student population plan to attend college. This is further substantiated by demograph data from the Survey of Work Values (see Section VI), where in response to the question, "Do you plan to attend a four-year college?" the results were as follows:

Percent of Students Planning to Attend College

Yes	45% (196 students)
Maybe	27% (118 students)
No	25% (110 students)
No response	3% (13 students)

Vocational Education Curriculum

Student responses to questions about help needed in career planning and educational program planning revealed an interesting tendency: although a very large majority of both tenth and twelfth grade students (88% and higher) indicated that some help was needed, students did not overwhelmingly agree on what kind of help was most relevant. In other words, the students could identify the problem but could offer no clear solutions.

The first planning question asked, "In planning my educational program, I need the most help in knowing about (check as many as apply): graduation requirements, subject selection, course prerequisites, career information, extra curricular activities, college information, my own aptitudes and skills, no help needed at this time". Only 7% of the total group of tenth grade students (29 out of 439 students) indicated that no help was necessary; most of the students answering "no help" were from the non-college group (14). The three most frequently chosen types of help needed were: career information (55%), college information (54%) and my own aptitudes and skills (48%); population distributions for these three choices were as follows:

	Total Grade 10 Students (n=439)	College (n=202)	Further Education (n=55)	Non-College (n=115)	Undecided (n=67)
Career information	55% (241)	53%	69%	49%	60%
College information	54% (236)	74%	31%	26%	60%
Aptitudes and skills	48% (209)	57%	40%	49%	42%

It is important to note that approximately half or more of students from all groups indicated a need for career information. A complete analysis of all answers to this question appears on Table I in Appendix A.

The second planning question asked, "In planning my career, I need help with (check as many as apply): tests that will help me with career plans and decisions, descriptions and information about different kinds of careers, individual counseling, information about a career already chosen, finding a job, opportunities to visit local businesses in my area of interest, no help needed, other". Only 5% (24 out of 439 students) of the total group indicated "no help needed"; most of these students were from the further education group. The two most frequently chosen answers were "description and information about different careers" (57% of tenth grade

students and 51% of twelfth grade students) and "information about a career already chosen" (43% of tenth grade students and 36% of twelfth grade students). Of special note is that only 25% of the twelfth grade sample indicated that they wanted individual counseling in planning their careers. Population analyses for this question were as follows:

			Tenth Grade Subsamples			
	Total Grade 12 Student Sample (n=100)	Total Grade 10 Students (n=439)	College (n=202)	Further Education (n=55)	Non-College (n=115)	Undecided (n=67)
Description & Information About careers	51%(51)	57%(249)	59%	40%	51%	71%
Information About career Already chosen	36%(36)	43%(190)	45%	69%	35%	28%
Individual Counseling	25%(25)	33%(144)	40%	27%	23%	34%

Over two-thirds of the further education group wanted information about an already chosen vocation, while a majority of college, non-college and unsure students needed information about a variety of careers. Approximately one-third of both tenth and twelfth grade students wanted help with finding a job, visiting businesses, and career interest tests. A complete analysis of tenth grade student responses to this question appears on Table I in Appendix A.

The third planning question asked, "How much help do you feel you need with career planning?" Only 13% of the total group (55 out of 439 students) felt they did not need help at this time with the largest numbers of students answering "no help" from the further education and non-college groups The rest of the students indicated either "additional help" needed (54%) or "considerable help" needed (33%). Thus 87% of the students felt some

additional help was needed. A complete analysis of tenth grade student responses to this question appears on Table I in Appendix A.

Finally, to determine what kind of planning help Windsor High School should provide, both tenth grade and twelfth grade students were asked, "In the area of occupational education, I would like to see Windsor High School offer (check as many as apply): the services of a career counselor, courses that provide information about a variety of careers, an information center for literature about various careers, mini-occupational education courses, nothing, other". Table 4, on page 25, presents percentages of responses for both groups of students. Again only a small percentage of students (5%, 24 tenth grade students and 7%, 7 twelfth grade students) felt that nothing was needed. Yet all of the suggestions provided elicited only a lukewarm response of 45-59% chosen. The only form of help chosen by a majority of all students were "courses that provide information about a variety of careers (59% of tenth graders and 55% of twelfth graders) and an "information center for literature about different careers" (52% of tenth graders). Thus, although students seem to feel current vocational education offerings are inadequate, no particular suggestion for improvement elicited an overwhelming response from either tenth or twelfth grade students.

Students were asked to list any specific job preparation courses they would like to see offered at Windsor High School. Only 44% (192 students) listed any suggestions at all; the proposed courses (49 different courses) covered a wide range of subjects, allowing no conclusions about general trends. A complete listing of student course suggestions appears on Table II in Appendix A. Motor mechanics was suggested by 21 students; teaching by 9; hairdressing, 7; law enforcement, 6; of the remaining courses, 3 courses were suggested by 5 students; 6 by 4 students; 4 by 3 students; 14 by 2 students; and 18 by 1 student. The further education

Table 4

Tenth Grade and Twelfth Grade Student Response to Proposals for Improving Vocational Education Curriculum at Windsor High School

	Total Grade 12 Students (n=100)	Total Grade 10 Students (n=439)	Tenth Grade Subsamples			
			College (n=202)	Non-College (n=115)	Further Education (n=55)	Undecided (n=67)
Services of person trained in career counseling	44%	45%	54%	31%	33%	51%
Courses that provide information about variety of careers	55%	59%	58%	62%	57%	64%
Information center for literature and pamphlets about different careers	41%	52%	56%	58%	43%	51%
Mini-occupational courses	41%	49%	50%	56%	44%	46%
Nothing more needed	7%	5%	2%	5%	6%	6%

group had the highest proportion (58%) of students offering course suggestions, the undecided students the lowest proportion (33%).

Career Guidance Needs

Several questions were designed to determine with whom students discussed career possibilities, with whom they would like to discuss career possibilities, and the uses the students made of the Windsor High School career guidance services.

Students were asked, "Have you discussed career possibilities with any of the following people in the past school year? (check as many as apply): parents, brother-sister, school guidance counselor, teachers, friends, adult not listed". Responses of the total group overwhelmingly centered around two choices: parents (80%, 351 students) and friends (73%, 321 students). The population distributions were:

	Total Grade 12 Students (n=100)	Total Grade 10 Students (n=439)	Tenth Grade Subsamples: College (n=202)	Further Education (n=55)	Non-College (n=115)	Undecided (n=67)
Parents	81% (81)	80% (351)	89%	89%	67%	67%
Friends	70% (70)	73% (321)	79%	72%	62%	73%
Siblings	35% (35)	38% (166)	43%	38%	33%	28%
School Guidance Counselor	63% (63)	33% (145)	31%	41%	28%	37%
Teacher	33% (33)	19% (82)	23%	18%	16%	11%
Other adult	32% (32)	29% (126)	30%	34%	27%	19%

Of note is that while less than one-third of the tenth grade students had discussed career possibilities with their guidance counselor, nearly two-thirds of the twelfth grade sample had counseling. Smaller proportions of both groups had discussed their careers with teachers.

The next question asked, "I would like to discuss my career plans with (check as many as apply): a guidance counselor who does career counseling as well as other counseling, a guidance counselor who concentrates on career counseling, a teacher who concentrates on career counseling, family, other students, no one, other". Again following a previous trend, although only 6% of the total group chose "no one", the others did not overwhelmingly select any of the choices. While family was the most frequent choice, selected by nearly half of the tenth grade students, it was only selected by 16% of the twelfth grade sample. There was a cluster of three alternatives, each chosen by about one-third of the total group: a guidance counselor who does career counseling as well as other counseling, a guidance counselor who concentrates on career counseling, an outside person who concentrates on career counseling. It should be noted that only a very small percentage of twelfth grade students (12%) and approximately 20% of tenth grade students seem interested in discussing career plans with a teacher who concentrates on career counseling. The population breakdowns for these choices were:

			Tenth Grade Subsamples			
	Total Grade 12 Students (n=100)	Total Grade 10 Students (n=439)	College (n=202)	Further Education (n=55)	Non-College (n=115)	Undecided (n=67)
Family	16% (16)	47% (204)	51%	49%	39%	43%
Guidance counselor	26% (26)	38% (165)	43%	38%	26%	42%
Guidance counselor concentrating on career counseling	35% (35)	36% (157)	39%	38%	26%	38%
Outside person concentrating on career counseling	24% (24)	34% (148)	38%	45%	22%	31%
Teacher concentrating on career counseling	12% (12)	22% (97)	20%	35%	20%	19%

A complete presentation of tenth grade responses to this question appears on Table III in Appendix A.

The next four questions focused on the guidance services at Windsor High School. The first of these asked students, "Which of the following guidance services have you made use of (check as many as apply): counselor assistance in selection of subjects, counselor assistance in course changes, counselor assistance in solving school problems, counselor assistance in dealing with personal or social problems, available career information, available college and/or scholarship information, none of the above, other". The two guidance services most frequently used were: counselor assistance in course changes (64% of the responding group) and counselor assistance in selection of subjects (59%). Only 14% used guidance services for career information. Population distributions for this question were:

	Total Grade 10 Students (n=439)	College (n=202)	Further Education (n=55)	Non-College (n=115)	Undecided (n=67)
Course changes	64%	63%	78%	61%	38%
Subject selection	59%	57%	63%	60%	58%

A complete analysis of responses to this question appears on Table III in Appendix A.

To determine how students view the guidance counselor's job, the next question asked, "The guidance counselor mostly (check as many as apply): changes schedules, helps with school problems, helps with personal problems, gives useful career information, gives college information". The three guidance functions most frequently chosen were: changes schedules (63% of the total group), helps with school problems (50%) and gives college information (49%). The population distributions for this question were:

	Total Grade 10 Students (n=439)	College (n=202)	Further Education (n=55)	Non-College (n=115)	Undecided (n=67)
Changes schedules	63%	60%	63%	64%	66%
Helps with school problems	50%	50%	52%	47%	46%
Gives college information	49%	55%	63%	38%	38%
Gives useful career information	37%	32%	65%	33%	37%
Helps with personal problems	35%	32%	40%	35%	35%

Of interest is that almost twice as many students in the further education group perceive the guidance counselor giving useful career information than in the other groups. Only one-third of the college and non-college groups perceive the guidance counselor giving useful ~~college~~ career information.

Students then answered the question, "During the past school year, I have asked my guidance counselor for career information: never, one-two times, three-five times, more than five times". About two-thirds of the total group had "never" asked the counselor for career information; less than one-third answered "one-two times". The further education group students saw the counselors most often for career information. The populations distributed themselves as follows:

	Total Students (n=439)	College (n=202)	Further Education (n=55)	Non-College (n=115)	Undecided (n=67)
Never	64%	65%	53%	63%	73%
1-2 times	29%	30%	31%	31%	20%
3-5 times	4%	3%	11%	1%	4%
More than 5	3%	2%	1%	3%	3%

The next question asked, "If you have not seen your counselor for career information, why not?" The guidance counselor has to work with too many students; I am shy; I feel that the guidance counselor would not be able to help me with career information; haven't gotten around to thinking

about it yet; no help needed at the present time; other". Responses to this question spread over all answers; no answer was chosen by as much as one-third of the group. The most frequently selected response was "Haven't gotten around to thinking about it yet" with 27% of the total group.

Finally, students were asked, "Have you attended any of Windsor High School's weekly career guidance programs?" Over three-quarters of the total group (84%) did not attend these programs; of the students that did attend the programs, most came from further education. When asked, "If no, why not", three responses were most often cited: "This is the first I heard about it (30% of the total group), "Held at a time when it was difficult for me to attend" (25%) and "Not interested in topic" (24%).

Coursework and Program of Studies Booklet

Several questions focused on the tenth grade students' coursework--its appropriateness and method of selection--and on the adequacy of the Windsor Public Schools' Program of Studies booklet.

Students first responded to the question, "How sure am I that my present subjects are what I really want?" Data was analyzed as follows:

	Total Grade 10 Students (n=439)	College (n=202)	Further Education (n=55)	Non-College (n=115)	Undecided (n=67)
Very sure	14%	18%	14%	11%	4%
Somewhat sure	57%	65%	51%	48%	53%
Doubtful	24%	15%	31%	29%	38%
Taking wrong subjects	5%	2%	4%	12%	5%

The majority of students (57%) felt "somewhat sure" they were taking the right subjects. However almost one-quarter of the total group and even higher proportions of the further education, non-college, and undecided groups felt 'doubtful" that present subjects were really what they wanted.

Over twice as many non-college group students (12%) felt they were taking the wrong subjects than did any of the other groups.

Next students indicated how they chose their subjects: "they met my interests and abilities, I didn't know what else to take, my parents wanted me to take these subjects, I was interested in material as presented in course descriptions, other students recommended them, guidance counselor recommended them, teacher recommended them, they were easy courses that would fulfill graduation requirements". The four most frequent reasons for choosing subjects were: they met my interests and abilities (59%), I was interested in material as presented in course descriptions (48%), my guidance counselor recommended them (20%) and I didn't know what else to take (20%). It should be noted that 24% of the non college group indicated they chose "easy courses that would fulfill graduation requirements". From the data, it appears that a certain percentage of the non-college group seems to be taking either the wrong courses or choosing them for the wrong reasons. It may be that the school does not offer suitable alternative courses.

Students were also asked about the helpfulness of the Program of Studies booklet. Almost two-thirds of the students found the booklet "somewhat helpful"; slightly more of the remaining students found the pamphlets 'not helpful at all" than "very helpful". The population distributions were:

	Total Grade 10 Students (n=439)	College (n=202)	Further Education (n=55)	Non-College (n=115)	Undecided (n=67)
Very helpful	16%	15%	20%	15%	16%
Somewhat helpful	63%	65%	53%	56%	70%
Not helpful at all	21%	18%	27%	27%	14%

The next question inquired, "If not very helpful, how can this process be improved? (check as many as apply): revise subject descriptions, assembly-orientation program to discuss subjects, individual meetings with guidance counselor, small group meetings with guidance counselor, explanation by subject teacher in classroom, other". Students across groups agreed on three possible improvements: revise subject descriptions (38%), assembly-orientation program to discuss subjects (33%) and explanation by subject in the classroom (31%). A complete analysis of responses to this question appears on Table IV in Appendix A.

Next students indicated which subject areas needed their descriptions revised. The four subject areas most frequently chosen were: Social Studies (43%), English (37%), Science (27%) and the Work Experience Program (24%). A complete listing of the frequencies of all subject areas is presented on Table IV in Appendix A.

Finally, students were asked, "Would you like a section in the Program of Studies booklet to list subjects by job prerequisites?" An overwhelming majority of the students (eighty-eight percent of the total group) indicated "yes" to this question; population breakdowns were as follows:

	Total Grade 10 Students (n=439)	College (n=202)	Further Education (n=55)	Non-College (n=115)	Undecided (n=67)
Yes	88%	93%	93%	80%	81%
No	4%	2%	4%	5%	7%
Don't care	8%	5$	3%	15%	12%

SECTION IV SUMMARY AND RECOMMENDATIONS DERIVED FROM STUDENT VOCATIONAL EDUCATION CURRICULUM AND CAREER GUIDANCE NEEDS

From the data presented in Section IV, the following five conclusions and recommendations may be drawn. Recommendations based on consideration of all the data will be presented in the final section of this report entitled Comprehensive Summary· Conclusions and Recommendations.

Vocational Education Curriculum Needs

1. Approximately half of the tenth grade students indicated definite plans to attend college.

Recommendation: The Windsor High School curriculum should be evaluated to determine how adequately it presents viable vocational alternatives for the students unsure or not planning to attend college.

2. A large majority (90%) of both college and non college bound students felt a need for help in career planning and additional vocational services available at Windsor; however, students did not overwhelmingly support any of the improvements proposed. This lack of enthusiasm could be interpreted in two ways -either the ideas suggested were not appealing or students did not understand what the alternatives entailed

a. Both tenth and twelfth graders in college and non college bound groups were most interested in obtaining descriptive information about different careers (from course or an information center established for this purpose) rather than individual counseling

b. Only half of the students could propose specific courses to be added to the current curriculum.

Recommendation Because the tenth grade students (college and non college) exhibit little awareness of career possibilities, they are unable to clearly delineate their curriculum needs. Therefore, a greater emphasis on career information should occur at earlier stages of education, possibly at the elementary and junior high school levels

Recommendation. Since both tenth and twelfth grade students (college and non-college) are interested in but uninformed about a variety of careers, developing an increased career awareness and knowledge in all students should be the first priority. Once this awareness has been developed, students could participate more realistically in vocational education planning.

Career Guidance Needs

3. The overwhelming majority (80%) of tenth and twelfth grade students have discussed their career plans with their families rather than any outside person. However, when each group was asked with whom they would like to discuss career plans, the family, although still the most frequently selected, declined in desirability to 47% in the tenth grade and 16% for twelfth graders.

Recommendation: Since such a large proportion of students tend to discuss career plans with their families, the school should attempt to involve parents in career planning and/or informational conferences.

4. Approximately two-thirds of the tenth graders have never seen their guidance counselors for career counseling. However, in the twelfth grade group, this same proportion of students had seen their counselors for career guidance; it is likely that, with graduation more imminent, the seniors are more concerned about career information. Yet, when students were asked whom they would like to talk to about their careers, no form of individual counseling (guidance counselor, outside career specialist, guidance counselor specializing in career information or teachers) received the support of more than one-third of either tenth or twelfth grade students.

Recommendation: The image of the counseling process, as it relates to career information, should be improved to maximize student involvement.

5. The overwhelming majority (89%) of tenth grade students would like a section in the Program of Studies to list subjects by job prerequisites.

Recommendation: If feasible, include a section in the Program of Studies which lists subjects by job prerequisites.

SECTION V. VOCATIONAL INTERESTS

The Self-Directed Search Inventory

The Self-Directed Search (SDS) is a vocational counseling instrument designed to be answered, scored, profiled and interpreted by the student himself. For the purposes of this assessment, the Self-Directed Search served two important functions:

1. It revealed the vocational interests of tenth grade students as a group, thus allowing Windsor High School to plan appropriate vocational curriculum;

2. Each individual student received immediate feedback about his vocational interests and occupational possibilities appropriate to these interests.

Method

Since all tenth grade students study biology, the six biology teachers with the assistance of a guidance counselor, allowed students the 1-2 class periods necessary to use the Self Directed Search workbooks; 406 students completed the assessment.

Description of Occupational Personality Types

The Self-Directed Search reveals how much the student resembles each of the six occupational personality types developed from Holland's theory of occupational choice. Research reports relating to Holland's classification are listed in the Reference section of this report. According to Holland, the theory rests upon a theory of personality types and includes 431 common occupations which comprise about 95% of the U.S. labor force. Each of the classification's six main classes include five to sixteen subclasses. Within each subclass, occupations are arranged according to the number of years of general educational development required to perform

them. The six categories, and some examples of professions in each category, are as follows:

Realistic :	Architectural Draftsman, Geographer, Electrician, Utility Man, Baker, Mechanical Engineer, Civil Engineer, Aircraft Mechanic, Automobile Mechanic, Machinist, Plumber, Roofer, Machine Operator, Drill Press Operator, Dry Cleaner, Painter (house, bldg.,equipment), Machine Cleaner, Spinner
Investigative:	College Professor, Astronomer, Physicist, Repairman (TV), Offset Press Operator, Mathematics Teacher, Physician, Psychologist, Computer Programmer, Tool Designer, Chemist, Surgeon, X-Ray Technician, Airplane Pilot, Inspector
Artistic:	English Teacher, Musician, Writer, Interior Decorator, Photographer
Social:	Interviewer, Bartender, Counselor, Saleswoman (retail), Houseparent, Sociologist, Professional Nurse, Social Worker, Housewife, Teacher, Buyer, Dental Hygienist
Enterprising:	Economist, Real Estate Salesman, Lawyer, Judge, Attorney, Radio/TV Announcer, Principal, Government Officer, Insurance Manager, Personnel Manager, Production Manager, Salesman (n.e.c.), Department Store Manager, Airline Stewardess
Conventional:	Bus Driver, Mail Clerk, Professional Truck Driver-Trainer, Banker, Stenographer, Bookkeeper, Accountant, Credit Manager

Each student emerged from testing with a three-letter summary code which locates suitable groups of occupations appropriate to his pattern of interests, self-estimates and competences. Using his summary code, the student then located group of jobs in the Occupation Finder (the 414 occupations in this classification include all of the most common occupations in the United States) which is part of the Self-Directed Search. In addition to each student using his code to survey appropriate jobs, Windsor High School was able to compile data describing the vocational interests of tenth graders as a group.

Of the 406 completed Self-Directed Search workbooks, 34 contained procedural errors and were unusable for group statistics. Therefore, 372 students, or 75% of the total tenth grade class of 505, comprised the

sample population. The sample population was evenly divided by sex: 186 girls and 186 boys.

Distribution of Students Into Occupational Personality Types

Table 5 presents the percentages of students in each of the six occupational personality types.

Table 5

Distribution of Tenth Grade Students Among Holland's Occupational Personality Types

Code	Boys (n=186)	Girls (n=186)
A(rtistic)	2% (3)	17% (32)
E(nterprising)	5% (10)	2% (3)
C(onventional)	4% (7)	12% (23)
R(ealistic)	55% (103)	1% (2)
I(nvestigative)	15% (28)	5% (8)
S(ocial)	19% (35)	63% (118)

More than half of the boys (55%) fell into the Realistic occupational personality type while almost two-thirds of the girls (63%) were oriented toward Social occupations. The next highest percentages of boys were those interested in Social (19%) and Investigative (15%) occupations. Girls also fell into Artistic (17%) and Conventional (12%) personality categories. It is interesting that one category, Realistic for boys, Social for girls, attracted a large part of the students, two other categories a smaller but important percentage of students and the remaining three categories very few students. Neither boys (5%) nor girls (2%) at this point appeared interested in Enterprising professions.

Occupational Interests. Each student's test results indicated a three letter summary code which located groups of occupations in the Occupation Finder that were appropriate to his patterns of interests, self-estimates

and competencies. Table 6 lists the summary codes that occurred for at least 5% of the sample of boys and the groups of occupations they describe.

Table 6

Occupational Interests for Boys
(N=186)

Summary Code	Occupations	% of Boys
RSE	Blacksmith, Fireman(Locomotive), Gasmain-fitter, Holder(foundry), Pipeman, Railroad Conductor, Stock Chaser, Barber, Butcher, Coal Equipment Operator, Firefighter, Motorman, Taxicab Driver, Waiter, Dock Man, Fork Lift Operator, Fountain Man, Laborer, Parking Lot Attendant	12% (23)
RIS	Forester, Industrial Arts Teacher, Radio Operator, Electrician, Jeweler, Power Plant Operator, Powerhouse Repairman, Skilled Tradesman, Tool and Die Maker, Glazier, Loom Fixer, Baker, Cook, Filling Station Attendant, Heat Treater, Optician, Welder, Wire Drawer, Offset Press Operator	12% (22)
RIE	Engineer, Engineer Technician, Mechanic, Draftsman, Electroplater, Air Traffic Controller, Plumber, Upholsterer, Heavy Equipment Operator, Machinist, Roofer, Machine Engraver	10% (18)
RSI	Vocational Agriculture Teacher, Weaver, Policeman, Gas Appliance Serviceman	5% (10)
RES	Fish & Game Warden, Railroad Engineer, Swine Herdsman, Stock Clerk, Fisherman, Railroad Brakeman, Crater and Packer	5% (9)

More than one-third (44%) of the boys fell into five groups of professions, as enumerated in Table 6. All major occupational groups came from the Realistic category. The rest of the boys were scattered among the various summary codes; a complete presentation of data may be found on Table V in Appendix A.

Table 7 presents the summary codes that occurred for at least 5% of the sample of girls and the groups of occupations they describe.

Table 7

Occupational Interests for Girls

Summary Code	Occupations	% of Girls
SAE	Housewife, Home Economics Teacher, Foreign Language Teacher, Speech Teacher, Teacher	13% (24)
SAI	Clergyman, Political Scientist, Elementary Teacher, Librarian, Special Education Teacher, Dental Assistant, Dental Hygienist, Licensed Practical Nurse	10% (18)
ASI	Philosopher, Art Teacher, Literature Teacher, Music Teacher, Musician	9% (17)
SIA	Social Scientist, Sociologist, Professional Nurse, Social Worker, Group Worker	6% (12)
SIE	Building Inspector, Personnel Director, Dietician Inspector (Public Administration)	6% (12)
SCE	Recreation Director, Executive Housekeeper, Ticket Agent, Order Service Correspondent	5% (10)
SEC	Director (Social Service), Dorm Director, Interviewer, Job Analyst, Rehabilitation Counselor, Food Service Manager	5% (10)

More than half (54%) of the girls fell into the seven occupational groups listed in Table 7. All but one of these groups were from the Social category; the one exception was from the Artistic group.

Occupational Choice. To derive as complete a picture as possible of the occupational interests of students, an open-ended question was included on the Survey of Work Values (see Section V) instrument which asked, "What occupation do you plan to go into after you finish your education?" Table 8 presents the frequencies and percentages of students in each subsample who were able to list an occupational choice.

Table 8

Ability To Specify Occupational Choice

College-bound students:	73%	(143 out of 196) note: 23 of the 143 listed an occupation not requiring a college education.
Non-College bound students:	53%	(58 out of 110) note: 12 out of 110 listed an occupation requiring a college education and were not included in the sample.
Education Undecided:	57%	(63 out of 110)
Total	64%	(281 out of 437 students)

Approximately three-quarters of the college group, and only 53% of the non-college and 57% of the undecided groups were able to list an occupational choice. Thus, it appears that nearly half the students without definite college plans cannot specify an occupation that they plan to enter after graduation from high school. As discussed in the previous analyses, this lack of "career certainty" in a group which will probably go to work in two years is cause for concern. In addition, many of the students who were able to specify a future occupation cited unrealistic choices (e.g.: movie star, professional athlete) or occupations which required an educational level which differed from that student's educational plans.

SECTION V. SUMMARY AND RECOMMENDATIONS DERIVED FROM STUDENT VOCATIONAL INTERESTS

From the data on student vocational interests, the following two conclusions and recommendations may be drawn. Recommendations based on consideration of all the data will be presented in the final section of this report entitled Comprehensive Summary: Conclusions and Recommendations.

1. Based upon Holland's Self-Directed Search inventory, the vocational personality interests of tenth grade students indicate that approximately half of the boys (55%) have interests relating to Realistic Occupations and nearly two-thirds of the girls (63%) to Social Occupations. At this time, a very small percentage of students seem to be interested in Enterprising Occupations. A more extensive breakdown of occupational interests is included in the text of this report. For a more meaningful interpretation of these data, the authors recommend reading Holland's research reports listed in the References.

   Recommendation: The interest profile of the tenth grade student population can be used in a variety of ways, depending on the particular orientation of the Vocational Education program. For example, a vocational education curriculum might revolve around "curriculum clusters" of several occupations relating to interests and competencies.

2. By the end of tenth grade, nearly half of the non-college bound students (47%) and 43% of the "undecided" group were unable to specify an occupation that they plan to enter after their education is completed. Many students specifying an occupation cited unrealistic choices.

   Recommendation: One consistent finding is that many students seem to lack the career awareness or certainty essential for successful entry into the world of work. Students should be encouraged to use Holland's Self-Directed Search inventory and its accompanying vocational guidance system (see Reference Section). In addition, any new space planning should encompass a career information center planned by both students and Guidance Department.

VI. ATTITUDES TOWARD WORK

Survey of Workers' Attitudes

The Survey of Workers' Attitudes was completed by 437 students in Grade Ten. Preliminary analyses revealed that the strongest influences on the student's future plans is his parents' values, there is little evidence of the student's input or his own set of values. In general, students have had little work experience and are not learning about vocations from their outside personal activities. The findings suggest that students need more information about the world of work in order to crystalize their own values.

Findings and implications from a more complete analysis of the data are presented in a Supplementary Report.

Desirable Job Features

Students in Grades Ten and Twelve were asked to rate the importance of 22 job features on a 5-point scale: 5 = extremely important; 4 = very important; 3 = fairly important; 2 = not very important, 1 = not at all important. Table 9 presents the rank order of means for these job features. It is worth noting that both groups perceived "Responsibility" and "Thinking job" as only "fairly important" job features.

Table 9

Perceived Importance* of Job Features

Grade Ten		Grade Twelve	
Job Feature	Mean	Job Feature	Mean
1. Satisfaction in what you make or do	4.42	1. Satisfaction in what you make or do	4.61
2. Advancement	4.10	2. Security	4.45
3. Good working hours	4.02	3. Advancement	4.42
4. Excitement, changes	4.01	4. Good working hours	4.41
5. Security	3.95	5. Specialization	4.25
6. Potential income, high pay	3.89	6. Potential income, high pay	4.17
7. Specialization	3.89	7. Excitement, changes	4.17
8. Opportunities to meet people	3.86	8. Fringe benefits	4.05
9. Fringe benefits	3.84	9. Independence	4.05
10. Independence	3.82	10. Opportunities to meet people	3.94
11. Opportunity for improvement	3.79	11. Opportunity for improvement	3.92
12. Travel	3.66	12. Serve others	3.70
13. Opportunities to meet opposite sex	3.64	13. A lot of responsibility	3.66
14. Serve others	3.62	14. Travel	3.65
15. Physical work, work with hands	3.51	15. Prestige, authority in job	3.62
16. A lot of responsibility	3.45	16. A "thinking" job	3.46
17 A "thinking" job	3.45	17. Opportunities to meet opposite sex	3.38
18. Prestige, authority in job	3.22	18. Physical work, work with hands	3.19
19. Outdoor work	3.21	19. Outdoor work	3.11
20. Working with children	2.85	20. Easy job	2.37
21. Easy job	2.61	21. Working with children	2.59
22. Opportunities to be alone	2.21	22. Opportunities to be alone	2.36

*Features presented are averages (means) from a five-point scale ranging from "Extremely Important" (5) to "Not At All Important" (1).

VII. COMPREHENSIVE SUMMARY: CONCLUSIONS AND RECOMMENDATIONS

This section of the Vocational Needs Assessment report provides a comprehensive summary of the findings and recommendations presented in Sections III - V. For a more complete analysis of the data, refer to the appropriate preceding section.

In addition to the recommendations based on findings presented in this report, the research team strongly recommends establishing a coordinator position invested with the necessary authority to initiate and implement new vocational services supported by faculty, students and administrators.

Vocational Education Curriculum and Career Guidance Needs

1. As a group, the vocational education faculty is more cohesive in their attitudes than the non-vocational education teachers; the vocational education teachers expressed a unanimous opinion ten times while the non vocational education faculty were unanimous just once. This latter group agreed more often in their opinions about the philosophy of vocational education as it relates to the Windsor High School curriculum; on questions relating specifically to Windsor, the non-vocational faculty evidenced a substantial degree of uncertainty in their opinions.

   Recommendation: Because of this large "uncertain" group in the non-vocational education faculty, more teachers from this section of the faculty should be extensively involved in vocational curriculum discussion and planning before as well as after changes are scheduled.

2. Both groups of teachers unanimously agreed on only one statement: that the values of vocational education should be made known to more parents. Three-quarters of tenth and twelfth graders also supported this proposal. Research indicates that the most single persuasive influence on the occupational choice of youth is the family and given changes in occupational structures in urbanized society, many families have a

limited perspective of opportunities in future occupations. It has been found that choosing an occupation is sharply restricted by lack of information concerning real opportunities.

Recommendation: Windsor High School should effect improved communication between parents and the school about its vocational education program; especially if any pervasive philosophical and/or curricular changes occur.

3. In general, both faculty groups expressed positive attitudes toward vocational education programs· they were sold on it being offered at Windsor, see the program as a potentially challenging one for bright students. However, the non-vocational faculty were unsure of the goals of these courses and thus uncertain of the benefits of expanding the non-vocational education curriculum.

   Recommendation: Better communication channels need to be opened between the vocational education and non-vocational education teachers so that each not only understands the objectives of the other group but can contribute to the fulfilling of these objectives.

4. Although 99% of all teachers surveyed indicated something was needed to help students develop career possibilities, teachers could not clearly specify a remedy. The non vocational faculty chose counseling as its most desired improvement; only 40% of this group favored exploratory courses or an information center. The vocational education faculty felt exploratory courses were more important than a career counselor. Nearly three-quarters of the non vocational education faculty felt that the Windsor School System should provide exploratory education programs in the elementary and junior high school levels.

   Recommendation: Since there was no definitive faculty orientation, if Windsor High School chooses to enlarge the vocational education curriculum, the school should allot considerable planning time to decide in which of the many alternative ways to expand the curriculum.

5. Both groups of teachers indicated feeling comfortable and capable discussing career possibilities with students. Approximately three-quarters

of the teachers would participate in teaching a unit exploring careers in various fields, half after in-service training, one-quarter without any training.

Recommendation: Operating on an informa[illegible] an untapped resource for career exploration. Any new vocational educational program should explore avenues for increased teacher participation. Since findings presented in Section IV indicate that only a small percentage of tenth and twelfth grade students expressed interest in talking to a teacher who concentrates in career counseling, teacher involvement might focus on developing exploratory career courses.

8. Tenth and twelfth grade students closely agreed on attitudinal questions concerning vocational education. Although nearly forty to fifty percent of the students were critical of the current vocational education curriculum, they still favored expansion of this part of the curriculum.

Recommendation: Students should be actively involved in the discussion and planning phases of any new vocational education programs.

9. Approximately half of the tenth grade students indicated definite plans to attend college.

Recommendation: The Windsor High School curriculum should be evaluated to determine how adequately it presents viable vocational alternatives for the students unsure of or not planning to attend college.

10. A large majority (3/4) of both college and non-college bound students felt a need for help in career planning and additional vocational services available at Windsor; however, students did not overwhelmingly support any of the improvements proposed. This lack of enthusiasm could be interpreted in two ways- either the ideas suggested were not appealing or students did not understand what the alternatives entailed.

a. Both tenth and twelfth graders in college and non-college bound groups were most interested in obtaining descriptive information about different careers (from course or an information center established for this purpose) rather than individual counseling.

b. Only half of the students could propose specific courses to be added to the current curriculum.

Recommendation: Because the tenth grade students (college and non-college) exhibit little awareness of career possibilities, they are unable to clearly delineate their curriculum needs. Therefore, a greater emphasis on career information should occur at earlier stages of education, possibly at the elementary and junior high school levels.

Recommendation: Since both tenth and twelfth grade students (college and non-college) are interested in but uninformed about a variety of careers, developing an increased career awareness and knowledge in all students should be the first priority. Once this awareness has been developed, students could participate more realistically in vocational education planning.

9. The overwhelming majority (80%) of tenth and twelfth grade students have discussed their career plans with their families rather than any outside person. However, when each group was asked with whom they would like to discuss career plans, the family, although still the most frequently selected, declined in desirability to 47% in the tenth grade and 16% for twelfth graders.

Recommendation: Since such a large proportion of students tend to discuss career plans with their families, the school should attempt to involve parents in career planning and/or informational conferences.

10. Approximately two-thirds of the tenth graders have never seen their guidance counselors for career counseling. However, in the twelfth grade group, this same proportion of students had seen their counselors for career guidance; it is likely that, with graduation more imminent, the seniors are more concerned about career information. Yet, when students were asked whom they would like to talk to about their careers, no form of individual counseling (guidance counselor, outside career specialist, guidance counselor specializing in career information or teachers) received the support of more than one-third of either tenth or twelfth grade students.

Recommendation: The image of the counseling process, as it relates to career information, should be improved to maximize student involvement.

11. Based upon Holland's Self-Directed Search inventory, the vocational personality interests of tenth grade students indicate that approximately half of the boys (55%) have interests relating to Realistic Occupations and nearly two-thirds of the girls (63%) to Social Occupations. At this time, a very small percentage of students seem to be interested in Enterprising Occupations. A more extensive breakdown of occupational interests is included in the text of this report. For a more meaningful interpretation of this data, the authors recommend reading Holland's research reports listed in the References.

Recommendation The interest profile of the tenth grade student population can be used in a variety of ways, depending on the particular orientation of the Vocational Education program. For example, a vocational education curriculum might revolve around "curricular clusters" of several occupations relating to interests and competencies.

12. By the end of tenth grade, nearly half of the non-college bound students (47%) and 43% of the "undecided" group were unable to specify an occupation that they plan to enter after their education is completed. Many students specifying an occupation cited unrealistic choices.

Recommendation: One consistent finding is that many students seem to lack the career awareness or certainty essential for successful entry into the world of work. Students should be encouraged to use Holland's Self-Directed Search inventory and its accompanying vocational guidance system (see Reference Section). In addition, any new space planning should encompass a career information center planned by both students and Guidance Department.

13. The overwhelming majority (88%) of tenth grade students would like a section in the Program of Studies to list subjects by job prerequisites

Recommendation If feasible, include a section in the Program of Studies which lists subjects by job prerequisites.

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Appendix A

Table I

Student Responses* to Questions Concerning
Vocational Education Curricula Needs

	10th Grade Student Total (n=439)	College (n=202)	Further Education (n=55)	Non-College (n=115)	Undecided (n=67)
In planning my educational program, I need most help with:					
graduation requirements	38%(168)	38%	34%	40%	40%
subject selection	39%(171)	44%	32%	29%	48%
course prerequisites	14%(61)	16%	11%	11%	9%
career information	55%(241)	53%	69%	49%	60%
extra-curricular activities	12%(52)	14%	7%	12%	10%
college information	54%(236)	74%	31%	26%	60%
my own aptitudes & skills	48%(209)	57%	40%	49%	42%
no help needed at this time	7%(29)	3%	4%	12%	4%
In planning my career, I need help with:					
tests that will help me with my career plans and decisions	33%(147)	40%	22%	27%	33%
descriptions & information about different kinds of careers	57%(249)	59%	40%	51%	71%
individual counseling	33%(144)	40%	27%	23%	34%
information about a specific career already chosen	43%(190)	45%	69%	35%	28%
finding a job	29%(127)	19%	27%	45%	32%
opportunity to visit local businesses, industries, etc. in the area of my interest	29%(127)	22%	41%	34%	30%
no help needed	5%(24)	3%	9%	5%	4%
other (please specify)	10%(47)	11%	6%	14%	12%
How much help do you feel you need with career planning:					
need considerable help	33%(145)	31%	24%	29%	52%
could use additional help	54%(238)	57%	56%	54%	43%
plans are pretty clear & do not need additional help at this time	13%(55)	12%	20%	17%	5%

* Total number of responses not necessarily same as total for subcategory since a respondent may be coded in more than one category.

Table I (continued)

	10th Grade Student Total (n=439)	College (n=202)	Further Education (n=55)	Non-College (n=115)	Undecided (n=67)
In the area of occupational education, I would like Windsor High School to offer:					
the services of a person trained in career counseling	45% (198)	54%	31%	33%	51%
courses that provide information about a variety of careers	59% (261)	58%	62%	57%	64%
an information center for literature and pamphlets about different careers	52% (230)	56%	58%	43%	57%
mini-occupational education courses	49% (215)	50%	56%	44%	46%
nothing more is needed	5% (21)	2%	5%	6%	6%
other (please specify)	5% (24)	6%	3%	4%	4%

Table II

Job Preparation Courses

Job Preparation Courses	Number Responding (n=192 students)
Motor mechanics	21
Teaching	9
Hairdressing	7
Law enforcement	6
Veternarian	5
Art	5
Architecture	5
Secretary	4
Medicine	4
Nursing	4
Biology science	4
Aviation	4
Law	4
Engineering	3
Journalism	3
Electronics	3
Modeling	3
Airline stewardess, Acting, Interior design, Carpentry, Math, Music, Psychology, Home economics, Business management, Special education, Conservation, Chef, Broadcasting, Planning	2
Food service, Skindiving, Social worker, Computer programming, Oceanography, Filmmaking, Economist, Speech, Electrician, Modern dance, Insurance, Travel agent, Printing, Game warden, Advertisement, Fireman, Fashion coordinator, Industrial training	1

Table III

Student Responses* to Questions Concerning
Career and Guidance Needs

	10th Grade Student Total (n=439)	College (n=202)	Further Education (n=55)	Non-College (n=115)	Undecided (n=67)
Have you discussed career possibilities with the following people in the past school year?					
parents	80%(351)	89%	89%	67%	67%
brother - sister	38%(166)	43%	38%	33%	28%
school guidance counselor	33%(145)	31%	41%	28%	37%
teachers	19%(82)	23%	18%	16%	11%
friends	73%(321)	79%	72%	62%	73%
adult not listed	29%(126)	30%	34%	27%	19%
I would like to discuss my career plans with:					
guidance counselor who does career counseling as well as other counseling (school, personal)	38%(165)	43%	38%	26%	42%
guidance counselor who concentrates on career counseling	36%(151)	39%	38%	26%	38%
outside person (not from school) who concentrates on career counseling	34%(148)	38%	45%	22%	31%
teacher who concentrates on career counseling	22%(97)	20%	35%	20%	19%
family	47%(204)	51%	41%	39%	43%
students	25%(110)	29%	27%	18%	20%
no one	6%(36)	3%	1%	11%	7%
other	18%(81)	21%	20%	19%	11%
Which of the following guidance services have you made use of:					
counselor assistance in selection of subjects	59%(258)	57%	63%	60%	58%
counselor assistance in course changes	64%(280)	63%	78%	61%	38%
counselor assistance in solving school problems	21%(91)	16%	23%	26%	20%
counselor assistance in dealing with personal or social problems	13%(57)	12%	16%	13%	10%
available career information (example: weekly career guidance program)	14%(63)	13%	27%	12%	9%
available college and/or scholarship information	11%(50)	15%	16%	3%	9%
none of the above	13%(55)	12%	10%	12%	15%
other	5%(21)	4%	5%	4%	5%

*Total number of responses not necessarily same as total for subcategory since a respondent may be coded in more than one category.

Table III- continued

	10th Grade Student Total (n=439)	College (n=202)	Further Education (n=55)	Non-College (n=115)	Undecided (n=67)
During the past school year, I have asked my guidance counselor for career information:					
never.	64%(281)	65%	53%	63%	73%
one-two times.	29%(127)	30%	31%	31%	20%
three-five times	4%(17)	3%	11%	1%	4%
more than five times . . .	3%(11)	2%	1%	3%	3%
If you have not seen your guidance counselor for career information, why not?					
The guidance counselor has to work with too many students	9%(43)	10%	12%	7%	7%
I am shy	8%(36)	7%	5%	7%	13%
I feel that the guidance counselor would not be able to help me with career information.	13%(56)	9%	10%	18%	13%
Haven't gotten around to thinking about it yet. .	27%(121)	26%	25%	27%	34%
No help needed at the present time	21%(93)	20%	21%	23%	17%
Other.	13%(57)	14%	10%	9%	15%
The guidance counselor mostly					
changes schedules.	63%(275)	60%	63%	64%	66%
helps with school problems	50%(218)	50%	52%	47%	46%
helps with personal problems	35%(152)	32%	40%	35%	35%
gives useful career information.	37%(165)	32%	65%	33%	37%
gives college information.	49%(217)	55%	63%	38%	38%
Have you attended any of Windsor High School's weekly career guidance programs?					
yes.	16%(68)	19%	25%	12%	6%
no	84%(364)	81%	75%	88%	94%
If no, why not?					
This is the first I heard about it	30%(131)	21%	31%	40%	32%
Not interested in topic. .	24%(107)	24%	16%	32%	21%
Held at a time when it was difficult for me to attend	25%(108)	32%	18%	13%	30%
Heard about speaker too late	14%(60)	14%	18%	9%	18%
Other.	9%(41)	11%	11%	6%	9%

Table 7

Student Responses to Questions Concerning
General Course Selection and Program of Studies Booklet

	10th Grade Student Total (n=439)	College (n=202)	Further Education (n=55)	Non-College (n=115)	Undecided (n=67)
In general, I chose my subjects because:					
They met my interests and abilities.	59%(258)	66%	65%	47%	51%
I didn't know what else to take	20%(87)	15%	18%	28%	22%
My parents wanted me to take these subjects. . .	8%(34)	6%	5%	11%	7%
I was interested in material as presented in course descriptions	48%(212)	55%	53%	37%	43%
Other students recommended them	7%(31)	6%	9%	7%	7%
Guidance counselor recommended them	20%(88)	19%	25%	18%	21%
My teacher recommended them	8%(35)	9%	7%	6%	8%
They were easy courses that would fulfill graduation requirements	13%(56)	6%	11%	24%	15%
How helpful have you found the Windsor Public Schools' Program of Studies booklet?					
very helpful	16%(71)	15%	20%	15%	16%
somewhat helpful	63%(272)	65%	53%	56%	70%
not helpful at all	21%(92)	18%	27%	27%	14%
If not very helpful, how can this process be improved?					
revise subject descriptions	38%(165)	37%	45%	35%	39%
assembly-orientation program with department head speakers to discuss subjects	33%(144)	35%	36%	32%	22%
individual meetings with guidance counselor . . .	17%(74)	18%	14%	16%	15%
small group meetings with guidance counselor . . .	18%(79)	21%	13%	18%	18%
explanation by subject teacher in classroom . .	31%(138)	32%	30%	36%	36%
other.	8%(34)	9%	7%	9%	9%

Table [illegible] -- continued

	10th Grade Student Total (n=439)	College (n=202)	Further Education (n=55)	Non-College (n=115)	Undecided (n=67)
If you feel that the description of subjects in the Program of Studies booklet needs revising, please indicate below in which subject areas:					
Social Studies.	43%(186)	48%	42%	39%	36%
English	37%(164)	37%	44%	36%	34%
Science	27%(110)	27%	27%	24%	28%
Work Experience Program . .	24%(107)	19%	24%	30%	33%
Business Education.	19%(85)	13%	27%	23%	25%
Foreign Language.	18%(81)	20%	20%	15%	18%
Math	18%(79)	16%	21%	19%	18%
Driver Education.	17%(78)	16%	18%	17%	24%
Physical Education.	14%(64)	13%	18%	16%	13%
Industrial Arts	12%(52)	9%	13%	16%	12%
Art	11%(48)	9%	13%	12%	13%
Reading	9%(41)	6%	9%	11%	13%
Music	9%(39)	7%	15%	9%	7%
Nurses Aide	8%(37)	7%	9%	8%	12%
Homemaking.	7%(33)	4%	11%	10%	9%
Would you like a section in the Program of Studies booklet which lists subjects by job prerequisites?					
yes	88%(380)	93%	93%	80%	81%
no	4%(17)	2%	4%	5%	7%
don't care one way or the other	8%(37%)	5%	4%	15%	12%

Table V

The Self-Directed Search Inventory
(N=372)

Code	Boys Number & %	Girls Number & %
A	3 (2%)	32 (17%)
E	10 (5%)	3 (2%)
C	7 (4%)	23 (12%)
R	103 (55%)	2 (1%)
I	28 (15%)	8 (4%)
S	35 (19%)	118 (63%)

Subcodes	Boys Number & %	Girls Number & %
A		
ASI	3 (2%)	17 (9%)
ASE	--	7 (4%)
AES	--	1 (.5%)
AIS	--	5 (3%)
AIR	--	0
AIE	--	2 (1%)
E		
ESR	2 (1%)	--
ERS	2 (1%)	--
ESA	3 (2%)	--
ERC	1 (.5%)	--
ESC	1 (.5%)	2 (1%)
EAR	1 (.5%)	--
ECI	--	1 (.5%)
C		
CRI	--	1 (.5%)
CEI	2 (1%)	--
CRE	1 (.5%)	--
CES	1 (.5%)	3 (2%)
CER	1 (.5%)	--
CRS	1 (.5%)	--
CSR	1 (.5%)	1 (.5%)
CIS	--	--
CSE	--	5 (3%)
CSI	--	4 (2%)
CSA	--	8 (4%)
CIE	--	1 (.5%)

Subcodes	Boys Number & %	Girls Number & %
R		
RIS	22 (12%)	--
RIA	5 (3%)	--
RIE	18 (10%)	--
RIC	2 (1%)	--
RAI	2 (1%)	--
RSE	23 (12%)	--
REC	1 (.5%)	--
REI	4 (2%)	1 (.5%)
RES	9 (5%)	--
RCI	2 (1%)	--
RCE	2 (1%)	--
RSA	--	1 (.5%)
RSI	10 (5%)	--
RSC	3 (2%)	--
I		
ISR	5 (3%)	1 (.5%)
IES	4 (2%)	3 (2%)
IRC	3 (2%)	--
IRS	4 (2%)	1 (.5%)
IAS	1 (.5%)	--
ISA	5 (3%)	2 (1%)
ICR	1 (.5%)	--
IRE	3 (2%)	--
ICS	1 (.5%)	--
IAR	1 (.5%)	--
ICE	--	1 (.5%)

Table V - continued

Subcodes	Boys Number & %	Girls Number & %
S		
SEC	4 (2%)	10 (5%)
SER	5 (3%)	1 (.5%)
SEI	1 (.5%)	4 (2%)
SEA	1 (.5%)	7 (4%)
SCE	2 (1%)	10 (5%)
SRI	2 (1%)	1 (.5%)
SRE	6 (3%)	3 (2%)
SIA	1 (.5%)	12 (6%)
SIE	2 (1%)	12 (6%)
SIC	2 (1%)	5 (3%)
SIR	3 (2%)	3 (2%)
SAE	4 (2%)	24 (13%)
SAC	---	8 (4%)
SAI	2 (1%)	18 (10%)

Appendix B

Dear Tenth Grade Student:

Under a Vocational Needs Assessment grant, awarded to Windsor by the State Department of Education, Windsor High School is exploring ways to improve its vocational services to all students. You can help us by completing the attached questionnaires and returning them to your teacher. Please do not put your name on these questionnaires.

Please try to answer the questions as frankly and honestly as possible since without answers of this type, this study cannot be successful.

Thank you for your help.

Questionnaire for Students
Windsor High School
May 1972

Check one box: ☐ Boy ☐ Girl

DEFINITION OF OCCUPATIONAL EDUCATION: Education that prepares individuals for the world of work; occupation and career-oriented.

Example: A student planning to become a chef would take food service courses; a student planning to become a secretary would take typing, stenography, etc.

PART I

DIRECTIONS: Please circle the response which corresponds to your feelings about each item. Do not spend too much time on any particular question; there are no right or wrong answers. When your feelings fall between two choices, select only one.

EXAMPLE: Most occupational education programs offered nowadays in high school are hopelessly out-of-date. A U (D)

A = Agree U = Uncertain or Don't know D = Disagree

This person disagrees with the item to some extent and has indicated this by circling D(Disagree).

		Circle One
1.	A larger portion of the Windsor High School curriculum should be devoted to occupational education courses.	A U D
2.	I believe that Windsor High School offers interesting and useful occupational education courses.	A U D
3.	Most teachers feel that occupational education courses are as important as the college prep courses.	A U D
4.	In my opinion many students at Windsor High School in the college-oriented courses would rather be enrolled in occupational education courses instead.	A U D
5.	Taking occupational education courses hinders students interested in college from further education after graduation from high school.	A U D
6.	In my opinion the Windsor School system should provide exploratory occupational education programs in the elementary and junior high schools.	A U D
7.	I would like to see the values of occupational education made known to more parents.	A U D
8.	It is more important to provide students with a sound basic education than to use the time for occupational education.	A U D

Go on to next page

		Circle One
9.	Most occupational education courses lead nowhere.	A U D
10.	Most students who do not continue their formal education just "drift" into a job after graduation from Windsor High School.	A U D
11.	Students should begin occupational programs after they graduate from high school, not before.	A U D
12.	Occupational education is a non-challenging program for students.	A U D
13.	Most Windsor High School students know what kind of career they want to follow.	A U D
14.	More communication with parents should be developed explaining occupational opportunities and their relationship to school courses and programs.	A U D

PART II

DIRECTIONS: Place a check mark (✓) next to the phrase which best answers the question.

1. In planning my educational program, I need the most help in knowing about: (check as many as apply)

   —(a) graduation requirements
   —(b) subject selection
   —(c) course prerequisites (example: Spanish I before Spanish II)
   —(d) career information
   —(e) extra-curricular activities (sports, clubs, student activities)
   —(f) college information
   —(g) my own aptitudes and skills needed for success in certain studies
   —(h) no help needed at this time

2. The courses I am presently taking lead to:

   —(a) college (4 yr. or 2 yr.)
   —(b) further education after graduation (trade, technical, business, beautician school)
   —(c) no further education after graduation
   —(d) not sure

3. How sure am I that my present subjects are what I really want?

   —(a) very sure; they are exactly what I want
   —(b) somewhat sure; I think they are what I want
   —(c) doubtful; I am not too sure they are what I want
   —(d) I am taking the wrong subjects

Go on to next page

4. In general, I chose my subjects because: (check no more than two reasons)

__(a) They met my interests and abilities.
__(b) I didn't know what else to take.
__(c) My parents wanted me to take these subjects.
__(d) I was interested in material as presented in course descriptions.
__(e) Other students recommended them.
__(f) Guidance counselor recommended them.
__(g) My teacher recommended them.
__(h) They were easy courses that would fulfill graduation requirements.

5. How much help do you feel you need with career planning?

__(a) Need considerable help
__(b) Could use additional help
__(c) Plans are pretty clear and do not need additional help at this time

6. In planning my career I need help with: (check as many as apply)

__(a) tests that will help me with my career plans and decisions
__(b) descriptions and information about different kinds of careers
__(c) individual counseling
__(d) information about a specific career already chosen
__(e) finding a job
__(f) opportunity to visit local businesses, industries, etc. in the area of my interest
__(g) no help needed
__(h) other (please specify)_____

7. In the area of occupational education, I would like to see Windsor High School offer: (check as many as apply)

__(a) the services of a person trained in career counseling
__(b) courses that provide information about a variety of careers
__(c) an information center for literature and pamphlets about different careers
__(d) mini-occupational education courses
__(e) nothing more is needed
__(f) other (please specify)_____

8. Have you discussed career possibilities with any of the following people in the past school year? (check as many as apply)

__(a) parents
__(b) brother - sister
__(c) school guidance counselor
__(d) teachers
__(e) friends
__(f) adult not listed

Go on to next page

9. The guidance counselor mostly: (check as many as apply)

__(a) changes schedules
__(b) helps with school problems
__(c) helps with personal problems
__(d) gives useful career information
__(e) gives college information

10. Which of the following guidance services have you made use of: (check as many as apply)

__(a) counselor assistance in selection of subjects
__(b) counselor assistance in course changes
__(c) counselor assistance in solving school problems
__(d) counselor assistance in dealing with personal or social problems
__(e) available career information (example: weekly career guidance program)
__(f) available college and/or scholarship information
__(g) none of the above
__(h) other (please specify)_____

11.

a. During the past school year, I have asked my guidance counselor for career information

__(a) never
__(b) one-two times
__(c) three-five times
__(d) more than five times

b. If you have not seen your guidance counselor for career information, why not?

__(a) The guidance counselor has to work with too many students.
__(b) I am shy.
__(c) I feel that the guidance counselor would not be able to help me with career information.
__(d) Haven't gotten around to thinking about it yet.
__(e) No help needed at the present time.
__(f) Other (please specify)_____

12. I would like to discuss my career plans with: (check as many as apply)

__(a) a guidance counselor who does career counseling as well as other counseling (school, personal, etc.)
__(b) a guidance counselor who concentrates on career counseling
__(c) an outside person (not from school) who concentrates on career counseling
__(d) a teacher who concentrates on career counseling
__(e) family
__(f) other students
__(g) no one
__(h) other (please specify)_____

Go on to next page

13. How definite is your present choice of occupation?

__(a) very definite; I'm very sure about what I want to do
__(b) fairly definite; I could change my mind, but as of now, my present choice seems best for me
__(c) fairly indefinite; this seemed to be the best choice, but now I'm beginning to wonder
__(d) very indefinite; I am very uncertain now as to what my occupational goals should be
__(e) definite; but I am unhappy with the choice

14. Based upon the facts I have now, my plans for the future are

__(a) no definite plans right now
__(b) to quit school and go to work
__(c) to go right to work after graduation with no future education
__(d) to graduate from high school and become a housewife
__(e) to graduate from high school and work for a company which will train me on the job or send me to school
__(f) to graduate, then enter military service and go to school in service
__(g) to enter military service and go to school when I get out
__(h) go to a private, technical, trade, business or beautician school
__(i) to complete a junior college program (degree or certificate)
__(j) go to a junior college and transfer to a four-year college
__(k) go right to a four-year college or university
__(l) other _____

15.

a. How helpful have you found the Windsor Public Schools' Program of Studies booklet? (green book which lists subjects)

__(a) very helpful
__(b) somewhat helpful
__(c) not helpful at all

b. If not very helpful, how can this process be improved? (check as many as apply)

__(a) revise subject descriptions
__(b) assembly-orientation program with department head speakers to discuss subjects
__(c) individual meetings with guidance counselor
__(d) small group meetings with guidance counselor
__(e) explanation by subject teacher in classroom
__(f) other (please specify) _____

c. If you feel that the description of subjects in the Program of Studies booklet needs revising, please indicate below in which subject areas:

__English
__Social Studies
__Math
__Reading
__Science
__Foreign Language
__Business Education
__Art
__Industrial Arts
__Homemaking
__Music
__Physical Education
__Driver Education
__Work Experience Program
__Nurses Aide

Go on to next page

d. Would you like a section in the Program of Studies booklet which lists subjects by job prerequisites (those subjects needed for a particular job)? For example, if you were planning a career in Art, you would look under ART and find a list of subjects needed for that field.

—Yes
—No
—Don't care one way or the other

16.

a. Have you attended any of Windor High School's weekly career guidance programs? (Outside speaker describes and discusses his particular occupation in a group meeting with interested students.)

—Yes
—No

b. If no, why not?

—(a) This is the first I heard about it.
—(b) Not interested in topic.
—(c) Held at a time when it was difficult for me to attend.
—(d) Heard about speaker too late.
—(e) Other (please specify) _____

17. Please list below the job preparation courses, if any, that you would like to see offered at Windsor High School.

_____

_____

Part III

How important to you are each of the job features listed below? Circle your answers as follows:

extremely important = 5
very important = 4
fairly important = 3
not very important = 2
not at all important = 1

Desirable Job Features	Circle One				
	Extremely				Not at all
Security, job is stable	5	4	3	2	1
Opportunities to meet people	5	4	3	2	1
Satisfaction in what you make or do	5	4	3	2	1
Working with children	5	4	3	2	1
Opportunity for improvement, on-the-job training, education	5	4	3	2	1
Opportunities to be alone	5	4	3	2	1

Go on to next page

	Circle One				
	Extremely				Not at all
Outdoor work	5	4	3	2	1
A lot of responsibility	5	4	3	2	1
Opportunities to meet opposite sex	5	4	3	2	1
Excitement, changes	5	4	3	2	1
Good working hours	5	4	3	2	1
Physical work, opportunity to work with hands	5	4	3	2	1
A "thinking" job	5	4	3	2	1
Independence, freedom	5	4	3	2	1
Opportunity to travel	5	4	3	2	1
Opportunity for advancement	5	4	3	2	1
Opportunity to serve others	5	4	3	2	1
Easy job, easy to learn	5	4	3	2	1
Prestige, authority in job	5	4	3	2	1
Fringe benefits, insurance, vacations	5	4	3	2	1
Potential income, high pay	5	4	3	2	1
Specialization, chance to be expert	5	4	3	2	1

Questionnaire for Tenth Grade Students

Windsor High School

May, 1972

Please do not put your name on this questionnaire.

Part I

This is a questionnaire concerning the way people feel about work. It is a measure of your opinions. There are no right or wrong answers. Read each statement carefully and indicate the degree to which you agree or disagree with each statement. On the top of each page, there are six different phrases with numbers corresponding to them. Please write the number of the phrase which best describes your agreement or disagreement in the space provided. For example, if after reading a statement you decide that you strongly disagree with it, then you would put the number "1" on the line to the left of the statement. If you mildly disagree with the statement you would write in the number "3", and so on. Please be sure to give only one answer to each statement.

---

6 = Strongly Agree
5 = Agree
4 = Mildly Agree
3 = Mildly Disagree
2 = Disagree
1 = Strongly Disagree

__ 1. One of the reasons that I will work is to make my family respect me.

__ 2. A man does not deserve respect just because he has a good job.

__ 3. A job with prestige is not necessarily a better job than one which does not have prestige.

__ 4. My friends would not think much of me if I did not have a good job.

__ 5. A job which requires the employee to be busy during the day is better than a job which allows a lot of loafing.

__ 6. Most companies have suggestion boxes for their workers, but I doubt that the companies take these suggestions seriously.

__ 7. A good worker cares about finding ways to improve his job, and when he has an idea, he should pass it on to his supervisor.

__ 8. If the person can get away with it, he should try to work just a little slower than the boss expects him to.

__ 9. A man should hold a second job to bring in extra money if he can get it.

__10. A worker should feel some responsibility to do a decent job whether or not his supervisor is around.

__11. A worker who has an idea about how to improve his job should drop a note in the company suggestion box.

__12. A man should choose the job which pays the most.

go on to next page

6 = Strongly Agree
5 = Agree
4 = Mildly Agree
3 = Mildly Disagree
2 = Disagree
1 = Strongly Disagree

__13. There is nothing wrong with doing a poor job at work if a man can get away with it.

__14. A good worker is interested in helping a new worker learn his job.

__15. Prestige should not be a factor in choosing a job.

__16. A man should always be thinking about pulling himself up in the world and should work hard with the hope of being promoted to a higher-level job.

__17. The best job that a worker can get is one which permits him to do almost nothing during the work day.

__18. If I were paid by the hour, I would probably turn down most offers to make extra money by working overtime.

__19. A man should take the job which offers the most overtime if the regular pay on the jobs is about the same.

__20. If a worker has a choice between going to the company picnic or staying home, he would probably be better off at home.

__21. Even if a worker has a very low-level job in a company, it is still possible for him to make suggestions which will affect company policy.

__22. The man who holds down a good job is the most respected man in the neighborhood.

__23. When he can get away with it, an employee should take it easy.

__24. The trouble with too many people is that when they find a job in which they are interested, they don't try to get a better job.

__25. A worker who takes long rest pauses is probably a poor worker.

__26. A man should choose one job over another mostly because of the higher wages.

__27. There is nothing as satisfying as doing the best job possible.

__28. Once a week, after the work day is over, a company may have their workers get together in groups for the purpose of discussing possible job changes. A good worker should remain after quitting time to participate in these discussions.

__29. The only good part of most jobs is the paycheck.

go on to next page.

6 = Strongly Agree
5 = Agree
4 = Mildly Agree
3 = Mildly Disagree
2 = Disagree
1 = Strongly Disagree

__30. If something is wrong with a job, a smart worker will mind his own business and let somebody else complain about it.

__31. Having a good job makes a person more worthy of praise from his friends and family.

__32. A person would soon grow tired of loafing on a job and would probably be happier if he worked hard.

__33. A well paying job that offers little opportunity for advancement is not a good job for me.

__34. When a man is looking for a job, money should not be the most important consideration.

__35. Only a fool worries about doing his job well, since it is important only that you do your job well enough not to get fired.

__36. A worker should do his job and forget about such things as company meetings or company activities.

__37. As far as my friends are concerned, it could not make any difference if I worked regularly or only once in a while.

__38. If a person is given a choice between jobs which pay the same money, he should choose the one which allows him to do as little work as possible.

__39. A good job is a well paying job.

__40. Even though they make the same amount of money, the person who works in an office has a more impressive job than does the person working as a sales clerk.

__41. A person should try to stay busy all day rather than try to find ways to get out of doing work.

__42. A man should take a job that pays more than some other job he could get even if he cannot stand the people he works with.

__43. The most important thing a man should feel about his job is that he enjoys working at it.

__44. Doing a good job should mean as much to a worker as a good paycheck.

__45. If a worker keeps himself busy on his job, the working day passes more quickly than if he were loafing.

go on to next page.

6 = Strongly Agree
5 = Agree
4 = Mildly Agree
3 = Mildly Disagree
2 = Disagree
1 = Strongly Disagree

___46. An employee has an obligation to voice his objections to company policy on pollution and ecology.

___47. Using someone as a stepping stone should be commonly practiced in the business world.

___48. An employer who seeks the opinions of his employees is helping the company to grow.

___49. Our society would have fewer problems if people had less free time.

___50. Allowing your employees to participate in making decisions about matters which affect them will lead to their full cooperation.

___51. Most people who don't succeed in life are just plain lazy.

___52. In order that you may get full cooperation from your workers, you should make it possible for them to participate in decision-making in matters that will affect them.

___53. I will not take up a job unless I know that it can lead to better positions.

___54. I would not like to work in a company which manufactures explosives or equipment for use in furthering wars.

___55. Being included in decision-making will encourage employees and increase their ambition.

___56. Today the existence of a company depends largely on understanding and responding to the needs of the community.

___57. Companies should offer incentive and training programs for employees to improve their skills and develop new ones.

___58. Any man who is able and willing to work hard has a good chance of succeeding.

___59. It is the responsibility of the individual to find meaning in his work.

___60. The concept of "using" other people is totally unacceptable to me.

___61. A boss is not entitled to my respect until he earns it.

___62. Companies should set an example for their employees by taking the first step in providing for the welfare of society.

___63. Age does not automatically command respect.

go on to next page

6 = Strongly Agree
5 = Agree
4 = Mildly Agree
3 = Mildly Disagree
2 = Disagree
1 = Strongly Disagree

__64. An employee's main commitment should be to the human race; his job should be secondary.

__65. People who fail at a job have usually not tried hard enough.

__66. Any boss who needlessly throws his weight around deserves all the trouble his employees give him.

__67. One should accept authority only from those who are competent and humane.

__68. Where a decision affecting many workers has to be made quickly, the manager should make the decision himself without consulting the workers involved.

__69. Employees don't have the skills and knowledge to make a useful contribution to decisions which affect them.

__70. The man who can approach an unpleasant task with enthusiasm is the man who gets ahead.

__71. Every organization should promote a high degree of social awareness among its employees.

__72. Bosses should not make decisions which affect employees without first consulting the employees about their opinions.

__73. Getting ahead at someone else's expense holds little attraction for me.

__74. If one works hard enough he is likely to make a good life for himself.

__75. Concerned employees should try to influence organizations to become more aware of social problems.

__76. I refuse to knowingly harm anyone in my efforts to get ahead.

__77. A boss should be given respect only if he deserves it.

__78. If my work did not provide opportunity for self-improvement, I would quit to find a more challenging job.

__79. I would not work for a company which conducts military research.

__80. I can excuse using other people to reach an attractive goal.

__81. A person should look for a company whose social values agree closely with his own.

go on to next page.

6 = Strongly Agree
5 = Agree
4 = Mildly Agree
3 = Mildly Disagree
2 = Disagree
1 = Strongly Disagree

__82. The only way to survive in today's business is to walk over anyone between you and your goal.

__83. A boss who has his position of authority primarily because of seniority should be challenged by his workers.

__84. Taking advantage of co-workers for one's own gain does not go along with business principles.

__85. Employees should have the opportunity to participate as actively as they desire in the decision-making process of their company.

__86. A wise employer often consults with his employees before making a final decision.

Part II

1. Check one: Boy__ Girl__

2. Number of family members living at home: ___ members

3. In what area of the country have you spent most of your life? (Check One)

__a. the west
__b. the midwest
__c. the northeast
__d. south
__e. outside the United States

4. Where have you lived most of your life? (Check One)

__in the country
__in a small town
__in a city of 10,000 to 100,000
__in a city larger than 100,000

5. How much education did your father have? (Check the highest level completed.)
__8th grade or less
__more than 8th grade but less than 12th grade
__12th grade (high school graduate)
__some college or other education beyond high school
__college graduate (4 yr. college)
__post-college education

go on to next page

6. How much education did your mother have? (Check the highest level completed.)

__8th grade or less
__more than 8th grade but less than 12th grade
__12th grade (high school graduate)
__some college or other education beyond high school
__college graduate (4 yr. college)
__post-college education

7. What is (was) your father's occupation?

_____

8. What is (was your mother's occupation?

_____

9. Check the areas of interest which you now take part in practically every month. (Check all that apply.)

__a. work around home, doing housework or home repairs
__b. participate in some athletic activity
__c. watch some athletic activity
__d. listen to radio or watch TV
__e. visit with friends
__f. work with community or religious agencies
__g. travel
__h. participate in recreation or hobbies such as playing cards, ham radio, shop work, sewing, etc.
__i. actively participate in school or outside clubs
__j. movies
__k. dating
__l. other (please list) _____

10. Do you plan to go to a four-year college? (Check One)

Yes ___ Maybe ___ No ___

11. Do your parents want you to go to college? (Check One)

Yes ___ Maybe ___ No ___

12. How much interest do your parents show in your school work? (Check One)

__a. little interest
__b. moderate interest
__c. strong interest
__d. very strong interest

13. How much spoken or unspoken pressure for good school performance do you feel from home? (Check One)

__little pressure
__moderate pressure
__strong pressure
__very strong pressure

go on to next page

14. How involved are your parents in planning what subjects you take in school?

__I plan my schedule on my own
__We talk it over, then I decide
__My parents decide what I should take

15. What occupation do you plan to go into after you finish your education?

_____

16. How many summers have you worked? ____ summers

17. How many years have you worked part time after school? ___ years

18. What one thing which you cannot afford now would you most like to afford eventually?

_____

19. If you could go into any occupation you wanted to, which occupation would you choose?

_____

20. How much money per year do you hope to earn at the age of twenty-five?

$_____ per year

21. Based on the facts I have now, my plans for the future are:

__a. no definite plans right now
__b. to quit school and go to work
__c. to go right to work after high school with no future education
__d. to graduate from high school and become a housewife
__e. to graduate from high school and work for a company which will train me on the job or send me to school
__f. to graduate, then enter military service and go to school in the service
__g. to enter military service and go to school when I get out
__h. go to a private, technical, trade, business or beautician school
__i. to complete a junior college program (degree or certificate)
__j. go to a junior college and transfer to a four-year college
__k. go right to a four-year college or university
__l. other (please specify)_____

Dear Twelfth Grade Student:

Under a Vocational Needs Assessment Grant, awarded to Windsor by the State Department of Education, Windsor High School is exploring ways to improve its vocational - occupational courses for all students. You can help us by completing the attached questionnaire and returning it to Mr. Levine. Please do not put your name on this questionnaire.

Thank you for your help.

QUESTIONNAIRE FOR 12th GRADE STUDENTS

1. PLEASE CHECK ONE: __girl __boy
2. ARE YOU PLANNING TO ATTEND COLLEGE? __yes __no
3. HOW DEFINITE IS YOUR PRESENT CHOICE OF OCCUPATION? CHECK ONE:
   __a. Very Definite; I'm very sure about what I want to do.
   __b. Fairly Definite; I could change my mind, but as of now, my present choice seems best for me.
   __c. Fairly Indefinite; This seemed to be the best choice, but now I'm beginning to wonder.
   __d. Very Indefinite; I am very uncertain now as to what my occupational goals should be.
   __e. Definite; but I am unhappy with the choice.
4. IN PLANNING MY EDUCATIONAL PROGRAM IN HIGH SCHOOL, I NEEDED THE MOST HELP IN KNOWING ABOUT: (CHECK AS MANY AS APPLY)
   __a. graduation requirements
   __b. subject selection
   __c. course prerequisites (example: Spanish I before Spanish II)
   __d. career information
   __e. extra-curricular activities (sports, clubs)
   __f. college information
   __g. my own aptitudes and skills needed for success in certain studies
   __h. no help
5. IN PLANNING MY CAREER, I COULD HAVE USED HELP WITH: (CHECK AS MANY AS APPLY)
   __a. tests that will help me with my career plans and decisions
   __b. descriptions and information about different kinds of careers
   __c. individual counseling
   __d. information about a specific career already chosen
   __e. finding a job
   __f. opportunity to visit local businesses, industries, etc. in the area of my interest
   __g. no help needed
   __h. other (please specify)_____
6. WITH WHICH OF THE FOLLOWING PEOPLE HAVE YOU DISCUSSED CAREER POSSIBILITIES IN THE PAST SCHOOL YEAR? (CHECK AS MANY AS APPLY)
   __a. parents
   __b. brother-sister
   __c. school guidance counselor
   __d. teachers
   __e. friends
   __f. adult not listed
7. I WOULD HAVE LIKED TO DISCUSS MY CAREER PLANS WITH: (CHECK AS MANY AS APPLY)
   __a. a guidance counselor who does career counseling as well as other counseling (school, personal, etc.)
   __b. a guidance counselor who concentrates on career counseling
   __c. an outside person (not from school) who concentrates on career counseling
   __d. a teacher who concentrates on career counseling
   __e. family
   __f. other students
   __g. no one
   __h. other (please specify)_____

Go on to next page

8. IN THE AREA OF OCCUPATIONAL EDUCATION, I WOULD HAVE LIKED WINDSOR HIGH SCHOOL TO HAVE OFFERED: (CHECK AS MANY AS APPLY)
   __a. the services of a person trained in career counseling
   __b. courses that provide information about a variety of careers
   __c. an information center for literature and pamphlets about different careers
   __d. mini-occupational education courses
   __e. nothing more is needed
   __f. other (please specify)_____

9. A LARGER PORTION OF THE WINDSOR HIGH SCHOOL CURRICULUM SHOULD BE DEVOTED TO OCCUPATIONAL EDUCATION COURSES:
   __Agree __Uncertain __Disagree

10. I WOULD LIKE TO SEE THE VALUES OF OCCUPATIONAL EDUCATION MADE KNOWN TO MORE PARENTS. __Agree __Uncertain __Disagree

11. I BELIEVE THAT WINDSOR HIGH SCHOOL OFFERS INTERESTING AND USEFUL OCCUPATIONAL EDUCATION COURSES. __Agree __Uncertain __Disagree

PART II

HOW IMPORTANT TO YOU ARE EACH OF THE JOB FEATURES LISTED BELOW? CIRCLE YOUR ANSWERS AS FOLLOWS:

5 = extremely important 4 = very important 3 = fairly important 2 = not very important 1 = not at all important

DESIRABLE JOB FEATURES	Circle One				
	Extremely				Not at all
Security, job is stable	5	4	3	2	1
Opportunities to meet people	5	4	3	2	1
Satisfaction in what you make or do	5	4	3	2	1
Working with children	5	4	3	2	1
Opportunity for improvement, on-the-job training, education	5	4	3	2	1
Opportunities to be alone	5	4	3	2	1
Outdoor work	5	4	3	2	1
A lot of responsibility	5	4	3	2	1
Opportunities to meet opposite sex	5	4	3	2	1
Excitement, changes	5	4	3	2	1
Good working hours	5	4	3	2	1
Physical work, opportunity to work with hands	5	4	3	2	1
A "thinking" job	5	4	3	2	1
Independence, freedom	5	4	3	2	1
Opportunity to travel	5	4	3	2	1
Opportunity for advancement	5	4	3	2	1
Opportunity to serve others	5	4	3	2	1
Easy job, easy to learn	5	4	3	2	1
Prestige, authority in job	5	4	3	2	1
Fringe benefits, insurance, vacations	5	4	3	2	1
Potential income, high pay	5	4	3	2	1
Specialization, chance to be expert	5	4	3	2	1

Dear Twelfth Grade Student:

Under a Vocational Needs Assessment Grant, awarded to Windsor by the State Department of Education, Windsor High School is exploring ways to improve its vocational - occupational courses for all students. You can help us by completing the attached questionnaire and returning it to Mr. Levine. Please do not put your name on this questionnaire.

Thank you for your help.

QUESTIONNAIRE FOR 12th GRADE STUDENTS

1. PLEASE CHECK ONE: __girl __boy
2. ARE YOU PLANNING TO ATTEND COLLEGE? __yes __no
3. HOW DEFINITE IS YOUR PRESENT CHOICE OF OCCUPATION? CHECK ONE:
   __a. Very Definite; I'm very sure about what I want to do.
   __b. Fairly Definite; I could change my mind, but as of now, my present choice seems best for me.
   __c. Fairly Indefinite; This seemed to be the best choice, but now I'm beginning to wonder.
   __d. Very Indefinite; I am very uncertain now as to what my occupational goals should be.
   __e. Definite; but I am unhappy with the choice.
4. IN PLANNING MY EDUCATIONAL PROGRAM IN HIGH SCHOOL, I NEEDED THE MOST HELP IN KNOWING ABOUT: (CHECK AS MANY AS APPLY)
   __a. graduation requirements
   __b. subject selection
   __c. course prerequisites (example: Spanish I before Spanish II)
   __d. career information
   __e. extra-curricular activities (sports, clubs)
   __f. college information
   __g. my own aptitudes and skills needed for success in certain studies
   __h. no help
5. IN PLANNING MY CAREER, I COULD HAVE USED HELP WITH: (CHECK AS MANY AS APPLY)
   __a. tests that will help me with my career plans and decisions
   __b. descriptions and information about different kinds of careers
   __c. individual counseling
   __d. information about a specific career already chosen
   __e. finding a job
   __f. opportunity to visit local businesses, industries, etc. in the area of my interest
   __g. no help needed
   __h. other (please specify)_____
6. WITH WHICH OF THE FOLLOWING PEOPLE HAVE YOU DISCUSSED CAREER POSSIBILITIES IN THE PAST SCHOOL YEAR? (CHECK AS MANY AS APPLY)
   __a. parents
   __b. brother-sister
   __c. school guidance counselor
   __d. teachers
   __e. friends
   __f. adult not listed
7. I WOULD HAVE LIKED TO DISCUSS MY CAREER PLANS WITH: (CHECK AS MANY AS APPLY)
   __a. a guidance counselor who does career counseling as well as other counseling (school, personal, etc.)
   __b. a guidance counselor who concentrates on career counseling
   __c. an outside person (not from school) who concentrates on career counseling
   __d. a teacher who concentrates on career counseling
   __e. family
   __f. other students
   __g. no one
   __h. other (please specify)_____

Go on to next page

8. IN THE AREA OF OCCUPATIONAL EDUCATION, I WOULD HAVE LIKED WINDSOR HIGH SCHOOL TO HAVE OFFERED: (CHECK AS MANY AS APPLY)
   __a. the services of a person trained in career counseling
   __b. courses that provide information about a variety of careers
   __c. an information center for literature and pamphlets about different careers
   __d. mini-occupational education courses
   __e. nothing more is needed
   __f. other (please specify) _____

9. A LARGER PORTION OF THE WINDSOR HIGH SCHOOL CURRICULUM SHOULD BE DEVOTED TO OCCUPATIONAL EDUCATION COURSES:
   __Agree __Uncertain __Disagree

10. I WOULD LIKE TO SEE THE VALUES OF OCCUPATIONAL EDUCATION MADE KNOWN TO MORE PARENTS. __Agree __Uncertain __Disagree

11. I BELIEVE THAT WINDSOR HIGH SCHOOL OFFERS INTERESTING AND USEFUL OCCUPATIONAL EDUCATION COURSES. __Agree __Uncertain __Disagree

PART II

HOW IMPORTANT TO YOU ARE EACH OF THE JOB FEATURES LISTED BELOW? CIRCLE YOUR ANSWERS AS FOLLOWS:

5 = extremely important 4 = very important 3 = fairly important 2 = not very important 1 = not at all important

DESIRABLE JOB FEATURES	Circle One				
	Extremely				Not at all
Security, job is stable	5	4	3	2	1
Opportunities to meet people	5	4	3	2	1
Satisfaction in what you make or do	5	4	3	2	1
Working with children	5	4	3	2	1
Opportunity for improvement, on-the-job training, education	5	4	3	2	1
Opportunities to be alone	5	4	3	2	1
Outdoor work	5	4	3	2	1
A lot of responsibility	5	4	3	2	1
Opportunities to meet opposite sex	5	4	3	2	1
Excitement, changes	5	4	3	2	1
Good working hours	5	4	3	2	1
Physical work, opportunity to work with hands	5	4	3	2	1
A "thinking" job	5	4	3	2	1
Independence, freedom	5	4	3	2	1
Opportunity to travel	5	4	3	2	1
Opportunity for advancement	5	4	3	2	1
Opportunity to serve others	5	4	3	2	1
Easy job, easy to learn	5	4	3	2	1
Prestige, authority in job	5	4	3	2	1
Fringe benefits, insurance, vacations	5	4	3	2	1
Potential income, high pay	5	4	3	2	1
Specialization, chance to be expert	5	4	3	2	1

Educational Research Associates
315 Whitney Avenue
New Haven, Connecticut

May 3, 1972

Dear Faculty Member:

Under a Vocational Needs Assessment grant, awarded to Windsor by the State Department of Education, Windsor High School is exploring ways to improve its vocational services to all students. Since faculty attitudes and opinions are so important to program development, please complete the attached questionnaire today and return it to your department head in the envelope provided. Statistical analyses will be conducted by Educational Research Associates on an aggregate basis, insuring that no individual will be identified. Please do <u>not</u> put your name on this questionnaire.

Please try to answer the questions as candidly as possible since without answers of this type, this study cannot be successful.

We would like to thank you in advance for your cooperation.

Educational Research Associates

Educational Research Associates

Faculty Questionnaire On Occupational Education
Windsor High School
May, 1972

Faculty Position (check one box)

☐ (Lng., Soc. Stud., Math, Reading, Science, For. Lang., Art, Music, Driver Ed., Phys. Ed.)

☐ (Bus. Ed., Indus. Arts, Homemaking, Vocational Education)

DEFINITION OF OCCUPATIONAL EDUCATION: Education that provides individuals with a marketable and salable skill or set of skills for initial entry in the world of work; occupation and career-oriented.

DIRECTIONS: Please circle the response which corresponds to your feelings about each item. Do not spend too much time on any particular question; there are no right or wrong answers. When your feelings fall between two choices, select only one.

EXAMPLE: Most occupational-educational programs offered nowadays in high school are hopelessly out-of-date. SA A U (D) SD

SA = Strongly Agree
A = Agree
U = Uncertain or Don't know
D = Disagree
SD = Strongly Disagree

This person disagrees with the item to some extent and has indicated this by circling D(Disagree).

	Circle One
1. Students should begin occupational programs after they graduate from high school, not before.	SA A U D SD
2. In my opinion, most students who take occupational education in high school lack too many other scholastic skills.	SA A U D SD
3. Windsor High School should immediately expand occupational education programs.	SA A U D SD
4. In my opinion a graduate of a high school occupational education program is generally suited for unskilled work.	SA A U D SD
5. A larger portion of the Windsor High School curriculum should be devoted to occupational education.	SA A U D SD
6. High schools should encourage bright students to enter challenging occupational programs.	SA A U D SD
7. I believe that Windsor High School offers interesting and useful occupational education courses.	SA A U D SD
8. I believe that the function of a high school is to develop occupational skills in all of its students.	SA A U D SD
9. In my opinion taking occupational education courses hinders students interested in college from further education after high school.	SA A U D SD

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Circle One

10. In my opinion the Windsor School system should provide exploratory occupational education programs in the elementary and junior high schools. SA A U D SD

11. I am thoroughly sold on offering occupational education in Windsor High School. SA A U D SD

12. I would like to see the values of occupational education made known to more parents. SA A U D SD

13. It is more important to provide students with a sound basic education than to use the time for occupational education. SA A U D SD

14. I think more occupational education should be encouraged among Windsor High School students. SA A U D SD

15. The occupational education program in Windsor High School should be intended mainly for youth of limited academic talent. SA A U D SD

16. Most Windsor High School occupational education courses in my opinion lead nowhere. SA A U D SD

17. In my opinion many students at Windsor High School in the college-oriented courses would rather be enrolled in occupational education courses instead. SA A U D SD

18. Many students seek out their teachers for career advice. SA A U D SD

19. I feel qualified to discuss career possibilities in my subject area. SA A U D SD

20. I feel comfortable discussing career possibilities with students. SA A U D SD

21. I feel that most Windsor High School students know what kind of career they want to follow. SA A U D SD

22. Occupational education is a non-challenging program for students. SA A U D SD

23. I believe that Windsor High School needs a person whose sole responsibility is "career counseling". SA A U D SD

24. Most students who do not continue their formal education just "drift" into a job after graduation. SA A U D SD

25. In my opinion each Windsor High School department should participate in developing a unit outlining the wide range of job opportunities available in their area. SA A U D SD

Go on to next page

26. If such a unit were then offered to students,

__(a) I would be willing to teach the unit.
__(b) I would be willing to teach the unit after some in-service training.
__(c) I would not be willing to teach the unit.

27. In planning their educational programs, Windsor High School students need the most help in knowing about: (check any which apply)

__(a) graduation requirements
__(b) possible elective courses
__(c) course prerequisites
__(d) career information
__(e) extra curricular activities
__(f) college information
__(g) no help needed

28. With whom do you think most Windsor High School students discuss career possibilities: (check any which apply)

__(a) parents
__(b) siblings
__(c) school counselors
__(d) teachers
__(e) peers
__(f) adult not listed above

29. In the area of occupational education, I would like Windsor High School to offer: (check any which apply)

__(a) exploratory career-oriented courses
__(b) the services of a person trained in career counseling
__(c) a course in _____
__(d) an information center for literature and pamphlets relating to different careers
__(e) nothing more is needed
__(f) other (please specify) _____

We are interested in any comments or suggestions you have for improving vocational services at Windsor High School.